


PRIME RESOURCE

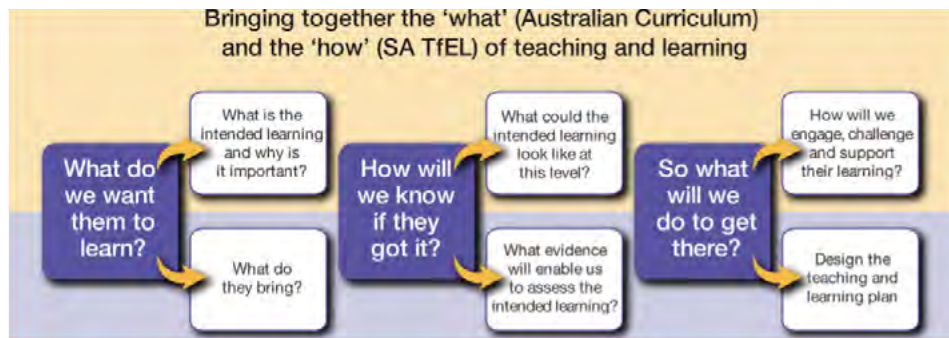
ISSUE 05 | FEBRUARY 2015

Leading Learning: Making the Australian Curriculum work for us

Mandi Dimitriadis

In South Australia, the release of the Australian Curriculum has provided the opportunity to think deeply about what we want our students to learn and how we want them to learn, so that they become powerful, expert learners.

The [Leading Learning website](#)  supports leaders and teachers in bringing together the Australian Curriculum—the what—and the Teaching for Effective Learning (TfEL) Framework—the how.



The website has been divided into six different sections offering a range of resources and processes. The examples below focus on Australian Curriculum: History.

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Welcome to *PrimeResource*, the HTAV newsletter specifically for primary teachers, in which you will find articles relevant to the primary classroom and information about competitions, resources and events to help tackle history head on at your school!

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WELCOME

This edition of PrimeResource provides an approach developed in South Australia to teaching History in Primary school, but could be applicable in any state or territory of Australia. The article by Mandi Dimitriadis introduces the 'Teaching for Effective Learning Framework' (TfEL) and how it can be used in teaching the Australian Curriculum: History. In a further article, Mandi also provides detail about how to develop a 'Historian Kit' that can be used to carry out historical inquiry in the classroom.

A finalist in the 'Junior Lord Mayor of Melbourne' competition run by the Melbourne Day Committee writes about his experience, and other student initiatives are outlined in the report on the 2014 Kids Conference that was held at Australian Catholic University in November 2014. The Melbourne Day Committee encourages schools throughout the state to enter its contests. [Go to the link at the end of the Junior Lord Mayor article](#) for information about the various contests and the 180 year celebration of European settlement of Melbourne that is occurring in 2015.

Jessica Cannizzaro, a pre-service teacher in 2014, provides a possible approach to teaching about events that have changed the world for Years 3-4.

There is information about professional learning events planned by the HTAV for teachers in Mildura, Sale and Hamilton, as well as our joint Primary conference with the GTAV, which will be held at Melbourne Museum on Monday 25 May 2015.

Schools in Ballarat will be contacted shortly regarding a new History Enrichment Program (HEP), which is funded by the Department of Education and Training through the Strategic Partnership Program. Forty Ballarat students will be invited to attend a two-day workshop run by the HTAV in conjunction with Federation University. This program is provided for gifted and talented students who are nominated by their school to attend. [There will be further details in this Ezine.](#)

Richard Smith
Executive Officer, HTAV

COMPETITIONS & PROJECTS


Anzac Day Schools Awards

All schools are encouraged to consider submitting an entry for this year's Anzac Day Schools Awards. The activity of participating in and recording your school's efforts to commemorate Anzac Day can form part of your efforts to meet the requirements of the curriculum in Years 2 through to 12.

See "We Remember Anzac", page 4 ([Primary](#) and [Secondary](#) editions [WEBSITE](#) ) for details of how this activity can help meet curriculum requirements.

The requirements for entries are very simple. All you need to do is record your Anzac Day commemorative activity – whether it is a classroom activity, art project or whole of school activity/ceremony – and submit it with an entry form.


Prizes range from \$500 for runners up, \$2,000 for state winners, and an extra \$1,000 for the national winners.

For the entry form and more information on entry requirements please visit the [Anzac Portal](#) [WEBSITE](#) .

The National History Challenge

The theme for the 2015 History Challenge is "Leadership and Legacy".

The National History Challenge is an exciting competition where students are encouraged to use enquiry-based research skills to learn more about their past. They can investigate their community, explore their own family's past, or examine ideas and individuals throughout history. The competition encourages enquiry-based learning, the use of primary and secondary sources and offers a wide variety of presentation styles that can cater to any individual learning style. All participating students are rewarded with prizes ranging from certificates to medallions, to cash, to travel opportunities.

Registration (free) and more information is available on the [History Challenge website](#) [WEBSITE](#) .

Entries close 21 August 2015



Department of Education and
Early Childhood Development

History Enrichment Program (HEP) – Funded by the Department of Education, Strategic Partnership Program.

The History Enrichment Program offers enrichment for primary and secondary students who show proficiency and promise in the area of History by developing a passion project based on their own historical interests. This model is based on the Google model of 'Genius Hour' where employees are able to develop their own projects that align with the Google business model. In this way, students will be allowed to follow their own interests and present their work in a range of styles. The program strives for enrichment rather than acceleration and uses the principles of 'cluster grouping' students to achieve its goals.

The initial program will be offered to Primary students in Ballarat and its surrounding area. The program, run in conjunction with Federation University in Ballarat, will be offered on 16 and 17 April. Schools will be invited to nominate students that meet the gifted and talented criteria established by the Department of Education.

The workshops will include:

- fieldwork sessions run by professional historians on historical sites;
- workshops for students on a range of history topics, including 'chance and coincidence', 'strange but true', 'history and technology: the possibilities' and 'hidden in plain sight'; and
- structured time for students to begin developing their passion projects.

At the end of each year, students who have participated in the program will be invited to present their work at Kids Conference (either the regional presentation or the Melbourne presentation). They will be offered the opportunity to publish their project on a special History Enrichment program website.

Section 1: Why this approach – our strategic intent

International and local research highlights the need for a strategic shift in education, and the challenge of bringing together engaging, high-challenge pedagogy with the curriculum.

Introduction animation

On first viewing, the Australian Curriculum: History can seem overwhelming, as there is so much content. This animation outlines the thinking behind each section of the Leading Learning resource and shows how we can view and work with Australian Curriculum history to make it 'doable' in the classroom.



Opening scene from the 'Introduction Animation' video.

Section 2: What you value – finding the essence

Teachers and leaders work together to identify what they really value for their students' learning and to find this essence in the different learning areas. The essence of history is about thinking, acting and processing as historians so that students develop historical understanding through the seven key historical concepts: continuity and change, cause and effect, significance, evidence, perspectives, empathy, and contestability.

These concepts are developed through the interweaving of the two strands: historical knowledge and understanding, and historical skills.

Learning Area

<p>Historical Knowledge and Understanding</p> <p>Students are required to identify the past that shapes (current) events, and migration. Awareness of history is an essential foundation for an identity and historical knowledge is fundamental to understanding Australia and the world. Understanding the interconnectedness of historical events, and the role of historical events in the development of the world, is a key focus of the Australian Curriculum: History. The Australian Curriculum: History is designed to provide students with the opportunity to explore the past and to understand the world through the study of history. The Australian Curriculum: History is designed to provide students with the opportunity to explore the past and to understand the world through the study of history. The Australian Curriculum: History is designed to provide students with the opportunity to explore the past and to understand the world through the study of history.</p>	<p>Year 1 Achievement Standard</p> <p>By the end of Year 1, students know the some aspects of life in the past through their exploration of the world around them. They understand the world around them and are able to identify the world around them. They understand the world around them and are able to identify the world around them. They understand the world around them and are able to identify the world around them.</p>
<p>Historical Skills</p> <p>Students are required to identify the past that shapes (current) events, and migration. Awareness of history is an essential foundation for an identity and historical knowledge is fundamental to understanding Australia and the world. Understanding the interconnectedness of historical events, and the role of historical events in the development of the world, is a key focus of the Australian Curriculum: History. The Australian Curriculum: History is designed to provide students with the opportunity to explore the past and to understand the world through the study of history. The Australian Curriculum: History is designed to provide students with the opportunity to explore the past and to understand the world through the study of history. The Australian Curriculum: History is designed to provide students with the opportunity to explore the past and to understand the world through the study of history.</p>	<p>Year 1 Achievement Standard</p> <p>By the end of Year 1, students know the some aspects of life in the past through their exploration of the world around them. They understand the world around them and are able to identify the world around them. They understand the world around them and are able to identify the world around them.</p>

Learning Area Explorer PDFs can be used to identify where the essence is most strongly emphasised in history for all levels.



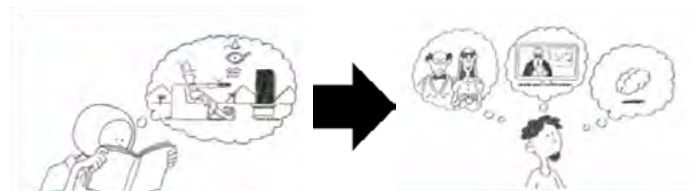
Assoc. Professor Tony Taylor helps us further develop our understanding of the essence of history and why this essence is important when designing learning in his Talking Heads video.

Section 3: Tuning in – why the essence matters

This deepens our understanding of the learning area through animated stories and the use of an online tool to connect different components of the curriculum and show how the curriculum works together in a holistic way. One of the online tools, the 'Randomiser', provides thinking practice in viewing the history content descriptions through the essence of history, across year levels and across different learning areas (e.g. History and English).

The story of the learning areas – History: What is it for?

This animation describes the essence of history and how the strands of history (historical knowledge and understanding, and historical skills) work together to create historical thinkers. It helps us to understand the strategic shift within Australian Curriculum: History.



Moving from memorising facts and dates

Moving to historical thinking and understanding

Section 4: Bringing it to life – essence meets content

In this section, teachers work with their colleagues, using the Bringing it to Life (BitL) tool to ensure their pedagogy brings the essence of history to life in their teaching and learning practice. It helps us engage our students to think, work and process as historians – so that they develop deep understandings, develop their skills within history, and bring this understanding to bear in their everyday contexts in powerful ways.

The BitL Tool - history

The first layer of the Bringing it to Life (BitL) tool poses six questions that illustrate what it means to think, work and process as an historian. These questions have been derived from the historical skills strand and the following key historical concepts:

- What are the stories?
- What questions do you have?
- What can you use to find out?
- How can you use this to find out?
- How can you make sense of this?
- How can you communicate this?



The BitL Tool

Each of the questions can be clicked on to reveal the second layer of the BitL tool that elaborates what the question focuses on for each year level grouping. These elaborations have been written with reference to the year level descriptions, content descriptions and achievement standards. They outline the historical skills, knowledge and understandings as students develop as historical thinkers.

When we click on 'Dig Deeper', a third layer is revealed. This layer has two parts:

- Part 1: Pedagogical questions – these questions incorporate the inquiry questions from the year level descriptions and are the kinds of questions a teacher might ask to position student thinking through the key historical concepts at the centre.
- Part 2: An example to illustrate how the pedagogical questions relate to content descriptions from the historical knowledge and understanding strand.

The BitL tool can be downloaded in print format and is [available as an app](#) [WEBSITE](#) .

Section 5: Learning Design – activating TfEL

The six key ideas that underpin Learning Design to improve learner engagement through personalising and connecting the learning, and designing for intellectual challenge to achieve improved outcomes – academic and learner disposition.

Using TfEL for Learning Design

This supports teachers to plan student learning experiences using Learning Design through a TfEL lens. This tool is also available as an app.

Section 6: Into the classroom – who's doing the thinking?

This section emphasises the importance of maintaining the good thinking and planning done so far; while still keeping an emphasis on learners doing the thinking. In South Australia, our research shows that there is an unintended outcome from our strong support of learners: we can be so supportive of our learners that we inhibit the intellectual struggle associated with unfamiliar and complex learning.



Executive function skills

In this video series, Professor Martin Westwell explains what executive function skills are and outlines the critical role they play in students' learning. He discusses practical ways we can make a strategic shift in our teaching practice across all levels of schooling to develop our students' executive function skills. Research shows that when we raise the intellectual demand of our learners by actively teaching them the 'stop and think' skills, we cause a positive shift in their wellbeing and economic status as adults.

Strategic shift

In South Australia we want to engage our students in rich learning experiences that intellectually stretch their thinking to develop skills and understandings that are transferable and enduring. We want to engage our students in learning that is future focused and builds learner self-efficacy.

Designing this learning is challenging and how we work with students really matters. Personalising and connecting the learning to their world and developing students as expert learners requires us to deeply understand what it is we want our students to learn and why it is important.

This resource helps to achieve this aspiration. Visit www.acleadersresource.sa.edu.au [WEBSITE](#)  and please contact [Mandi Dimitriadis](#) [EMAIL](#)  for more information.

Still Marvellous After 180 Years

Alen Rados

Melbourne is getting ready for the biggest birthday event of the year – the city’s 180th anniversary.

Schools across Victoria are helping commemorate the milestone with a range of class activities and events to tell the story of how Melbourne began, and get students celebrating Melbourne Day.

The Melbourne Day Committee is encouraging teachers to make history come alive in the classroom and explain the significance of Melbourne Day.

Great classroom ideas for teachers – and parents at home – to help capture students’ imaginations about early Melbourne are available on the [Melbourne Day website WEBSITE](#). Students can learn about the first baby born in Melbourne, the gold rush, the different names Melbourne almost had (including Batmania, Barebrass, Bearport, Dutergalla, Bareheep), the Melbourne flag and the city’s first cat. Yes, Melbourne’s first feline – the Tassie tabby.

Be the little big boss of Melbourne – the 2015 Junior Lord Mayor Competition

Teachers are encouraged to urge students to enter the Junior Lord Mayor Competition. Now in its third year, the highly successful competition is for Victorian children aged 10 to 13 years. Finalists are chosen to meet a judging panel headed by Lord Mayor Robert Doyle, with one overall winner decided.

The winner helps raise the official flag on Melbourne Day with the Lord Mayor, helps fulfill mayoral and other official and fun duties. All finalists win prizes. The 2013 and 2014 winners appeared on radio and TV.

The teacher of the inaugural Junior Lord Mayor winner says the competition helped raise students’ awareness of Melbourne’s history. And it fits within the AusVELS education requirements, says Ms Kerri Nash, from Stella Maris Primary School in Point Cook.

Mary Gilbert, the first migrant woman settler, gave birth to a son, the first white child born in Melbourne on 29 December 1835.

There is a statue of her in the Fitzroy Gardens’ conservatory. And, yes, she did bring the first cat to Melbourne.

Did you know? Melbourne was almost named: Batmania, Barebrass, Bearport, Dutergalla or Bareheep.

“The entry questions let students use research skills to learn more about Melbourne’s first settlement. It raised students’ awareness of Melbourne, their city, and got them thinking more about our city’s beginnings.

The judging was terrific, with the Lord Mayor helping to lighten the occasion – making it engaging and fun. As a finalist, it gave eventual [2013] winner Abigail Dinan the opportunity to develop skills speaking to a different audience.”

Entry is free. Full details will be announced closer to the date. Check the [Melbourne Day website WEBSITE](#) for more.

Melbourne Day chairman Campbell Walker urges teachers to get behind the 180th celebrations.

“It’s a great story, befitting a great city, and should be taught more,” Mr Walker says.

“Education is a key focus for Melbourne Day. There is a wealth of information on our website about the first settlement: who, where they landed and why.

Where was John Batman? What role did John Pascoe Fawcner play? We offer all the facts, with lots more great information and links to inspire, capture imaginations and help teachers get all the answers.”

Melbourne Day commemorates the occasion in 1835 when the schooner *Enterprise* landed on the north bank of the Yarra River and European settlers took the first steps in building a future city.

Information, activities and party packs are available at the [Melbourne Day website WEBSITE](#) in the lead-up to August 30.

Official events to help celebrate the 180th anniversary include a flag-raising ceremony, a spectacular Docklands regatta, a free concert at Federation Square and more.

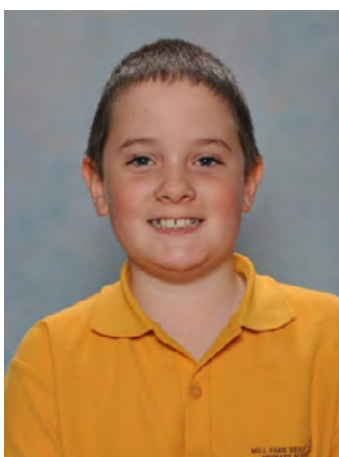
Junior Lord Mayor Competition

Will Long

OH MY GOSH! I'M A FINALIST! ONE OF FIVE PEOPLE IN A COMPETITION TO BE THE JUNIOR LORD MAYOR OF MELBOURNE!

Literally, on Wednesday, I went into the city and met up with four other kids in the Melbourne Town Hall in a competition to be the Junior Lord Mayor of Melbourne. I went with, of course, the whole of my family.

The Town Hall has been restored, because it looked very modern. It probably still had the original pine floorboards, but they were revarnished. My family went into a fairly large room and it was old too. There were lots of important people in the room including



Richard Smith, history teacher, Robert Doyle, Lord Mayor, Major Brendon Nottle, head of the Salvation Army and a few other people. I had to answer questions asked by the people named above.

Robert Doyle brought out the Mayoral gold chains. One chain was fairly expensive at \$75,000. The other one was only a little bit more expensive at \$1,000,000. The chains were huge and shiny. I wondered how the council afforded the \$1,075,000 on the gold chains because \$1,075,000 is only a little bit too much for me to have in the bank at the minute.

Robert Doyle announced that the Junior Lord Mayor of Melbourne was Ebony, and I congratulated her mum.

I think I did a really good job on the Junior Lord Mayor even though all the other kids were in grade 6.

Historian Kits

Mandi Dimitriadis

In South Australia, the introduction of the Australian Curriculum: History found most primary teachers teaching history as a stand-alone subject for the first time. This was met with a feeling of excitement, interspersed with pleas for help. One of the most common requests I have had from primary teachers is for help in finding suitable resources for teaching history. This has led to some great discussions about 'sources' being the best 'resources' to support teaching and learning in History. The reason why I enjoy these discussions so much is that it really gets to the core of what history learning in the Australian Curriculum is all about. Rather than filling students up with facts and dates and asking them to regurgitate this information on project posters and PowerPoint presentations, we are able to use the rich historical contexts within the Historical Knowledge and Understanding strand as a vehicle for developing historical skills and deep conceptual understanding. We are able to help our students make sense of the world by thinking historically and engaging in history learning as inquirers and seekers of evidence. The Australian

Curriculum: History best articulates historical thinking through the key historical concepts of evidence, continuity and change, cause and effect, perspectives, empathy, significance, and contestability. At the same time, the curriculum unpacks the skills that students need to develop in order to be successful history learners through the historical skills strand.

With this in mind, my response to the request to help find resources for teaching history in primary classrooms was to help teachers locate great primary and secondary sources. Of course, these sources can be found everywhere from Scootle to Trove and from the family photo album to Grandpa's backyard shed and indeed Grandpa himself.

Once teachers have located great sources to use with their students (or places for students to locate their own sources) the discussions quickly turn to questions about how to use them in ways that support inquiry learning and historical thinking.

This is when I started developing the 'Historian Kit'. The Historian Kit is a box containing tools and processes to support students as they work with, analyse and interpret primary and secondary sources. Many primary teachers I work with have invested in setting up these kits for their classrooms because they can see that once established, the tools and processes can be used with any sources, any historical inquiry and any year level.

The Historian Kit provides some tools for students to practise the historical skills and develop the historical concepts from the Australian Curriculum: History. The kits can be used in any historical inquiry by the inclusion of primary and secondary source materials related to the content descriptions (historical knowledge and understandings strand) for a particular year level/s.



Tools for practising the historical skill of *chronological sequencing*

- Ribbons or streamers for making timelines
- Sticky notes for annotating timelines
- Calendars
- Calculators



Tools for practising the historical skill of *using and analysing sources* and developing the historical concept of *evidence*

- Magnifying glasses for examining sources
- Tweezers and white gloves for handling sources
- Acid proof (or tissue paper) for storing documents and photographs
- Note books for analysing sources
- Zip lock bags for storing 'evidence'



Tools for developing the historical concept of *cause and effect*

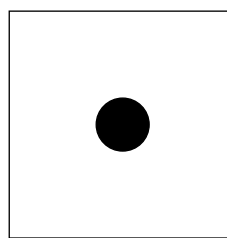
Dominoes with sticky notes for demonstrating chains of events.



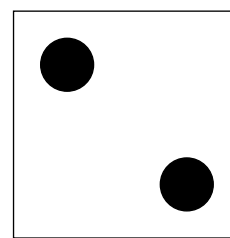
Tools for posing *historical questions*

- Chatter boxes (with a choice of what, where, when, who, how, why questions)
- Dice for selecting from a list of question starters

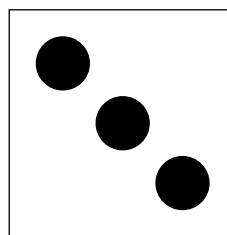
Whose point of view is this?



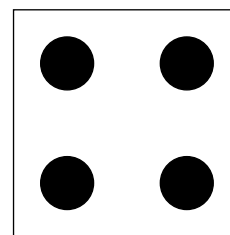
Who did this impact on?



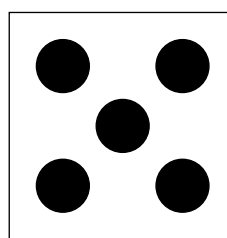
Why did this happen?



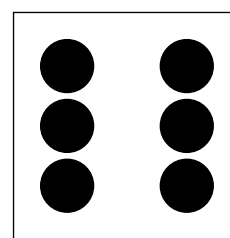
When did this happen?



What significance does this have?



What does this tell you about the time?




Suggested source materials to support a historical inquiry

- Photographs (a selection of photographs of the same place from different times supports the historical concept of continuity and change)
- Objects and artefacts (household items, medals, tools etc., as well as photographs of artefacts)
- Newspaper articles, advertisements and cartoons
- Drawings and paintings
- Maps and plans
- Diaries and letters and copies of documents


Working Internationally to Recognise the Centenary of ANZAC

Opportunity for Australian primary schools to link with a school in England.

We are aware that the ANZAC Day Centenary on 25 April 2015 will be a huge event in Australia and we are hoping to use this key date to link schools. The links to Westminster are very strong. The Australian PM in WWI, William Morris Hughes, was born in Pimlico and attended one of our local schools, Burdett Coutts School, as both pupil and teacher. After Gallipoli, the ANZAC HQ was located in Horseferry Road, which became a mini Australia. The Australian War Memorial has an [amazing film clip showing this WEBSITE](#) .

My name is Peter Daniel and I am the Education Officer at Westminster Archives. I recently approached Erin Gale at the British Council in Australia about trying to find schools that may wish to link with schools here in Westminster to mark the ANZAC Centenary. These schools are:

- Hallfield Primary school Paddington (3 classes, Year 5, aged 10)
- St Peter's Eaton Square (Years 4-5, aged 9-10)

Of particular interest to Hallfield school is the story of [Leonard Keyser WEBSITE](#) . He was born in Paddington but emigrated to Australia and won a Victoria Cross at Gallipoli. Westminster Council will unveil a special paving stone outside his former home next summer and we are hoping to involve Hallfield school with the ceremony, which will include the Australian High Commission.


This is a proposed schedule of events for the Westminster schools we have taking part:

• **March 2015 – Westminster Archive Outreach**

Peter Daniel will visit Hallfield and St Peter's and introduce WWI using Michael Foreman's animated story 'War Game'. He will then get children to investigate the story of Private James Brill, a Marine from SW1 who died at Gallipoli, or Leonard Keyser who won a Victoria Cross. We would use historical records to learn about his story and discover the story of Australians at ANZAC. Children could then write letter/email introducing themselves to children at an Australian school and tell them what they have learnt about Private James Brill or Leonard Keyser.

The Australian school could respond with their own letter of introduction and a description of how the ANZAC centenary will be celebrated in Melbourne.

• **March 2015 – Ali Pasha Library sessions**

A session with author/illustrator Michael Foreman and his book [The Amazing Tale of Ali Pasha WEBSITE](#) . This tells the story of how a British sailor adopted a tortoise he found on the beaches at Gallipoli. Our schools get

a class set of these books. Michael will paint a picture for the class, which will form the cover of a class book that the children can send to the twinned school about Ali Pasha.

Australian school could send a class book in exchange on a theme of their choosing.

• **Thursday, 23 April 2015 – ANZAC Café Musical Play**

Children will see MOD Theatre Company perform a play about the ANZAC Café in Horseferry Road with WWI songs. The play will tell the story of Australia's Pimlico born Prime Minister, William Morris Hughes, who came to the cafe in 1916. Children will send a PowerPoint presentation telling the story of William Morris Hughes's early life in Pimlico and his triumphant return to London as Australian Prime Minister.


Australians could send a PowerPoint telling the Australian side of W.M. Hughes life: How he rose to power and became known as the Little Digger, and his role in bringing in conscription in Australia.

• **April 2015 – Charles Sargent Jagger Art Sessions**


Sergeant Jagger was a Gallipoli veteran who created the famous Royal Artillery Memorial on Hyde Park corner. A replica of two of his sculptures forms part of the war memorial in Melbourne. The National Army Museum will lead an outreach session that involves children in his story and they will create their own sculpture. Hallfield/St Peter's will send pictures of art work to children in Australia.

Australians could choose a theme to reciprocate.

• **May 2015 – Visit to Westminster Abbey and Household Cavalry Museum**

Children will design a stained glass window/epitaph for Private James Brill/Leonard Keyser and visit Westminster Abbey and take part in a service for him around the tomb of the Unknown warrior. They will then go to the Household Cavalry museum and hear the story of Captain Rattigan, an Australian who served in the Life Guards in WWI [while his wife worked in the ANZAC Café WEBSITE](#) .

Australians could develop a PowerPoint to reciprocate.

Obviously these are merely suggestions regarding possible links to allow as much or as little participation as the teachers prefer. If you are interested in linking with an English school, please [email Peter Daniel EMAIL](#) .

AUSTRALIAN 真 HISTORY COMPETITION

WINNER PROFILES

The Australian History Competition for Years 8 and 10 students is on again in 2015! To get your school involved go to www.australianhistorycompetition.com.au.

Congratulations to Digby Williams, James Grant, Sarah Berry and Jack Annear for doing so well in the comp this year! Here's what they had to say...



James Grant

Year 8, William Carey Christian School, New South Wales

Why do you like History?

I like history because I like to look at how things worked in the past, and I like to look at the fine details throughout the ages.

What are your favourite areas of History?

My favourite areas of history are maritime history, medieval history, the World Wars and British history.

Sarah Berry

Year 8, Homeschooled, Victoria

What do you like about History?

I enjoy reading biographies about famous people in history. My favourite series have been *Christian Heroes Then and Now* by Janet and Geoff Benge and also *My Royal Stories* published by Scholastic. I really haven't done much history for school. I have just read these books instead. As a family, we have lived in Mozambique for three months and also stayed at some orphanages in Cambodia, so I have learnt a lot of their history by being there.

What are your thoughts on the Australian History Competition?

The competition is a lot of comprehension, so you could find a lot of the answers in how they asked the questions and looking at the diagrams, tables and pictures. It is always worth having a go and trying.





Jack Annear

Year 10, Christ Church Grammar School,
Western Australia

Why do you like History?

You learn about people, events and things that have created the world we live in today. Not only is it interesting, but it also allows us to make informed decisions that are based on the past.

What aspect of the Australian History Competition did you enjoy most?

I found the part on the First World War the most interesting. That part of history has shaped the way we are now. It particularly interests me, as my family believes we had a relative on the first ships to arrive at Gallipoli.

Jack was not planning on studying History in Years 11 and 12, but his result in the Australian History Competition may have changed his mind! He was extremely surprised to discover he had the top score in Australia for Year 10. "If I don't do History next year, I'll definitely continue learning and reading for interest as a pastime," Jack said.

Digby Williams

Year 8, Kormilda College,
Northern Territory

What do you like about History?

I've always loved *Horrible Histories*! History can be interesting and fun - I prefer to learn about times that are very different to our current lives. It's more of a mystery.

What are your thoughts on the Australian History Competition?

I wasn't expecting to participate, I just got sent on the day. It felt a bit like a test. It was well set out and easy to follow the instructions.



'Events That Have Changed the World' Inquiry Planner

Jessica Cannizzaro



Year 3–4, Term 3, 11 weeks.

About this class

The teacher of this class has worked hard to build student independence in learning. In the first term, the class negotiated their class rules and

has established weekly meetings to discuss issues and current happenings in the school and their class group. They also focused on their local community and getting their way around. In Term 2, the whole school focused on Indigenous perspectives, and in this class there was a focused on 'Cultures across the globe'. Given the current policy changes that focus on the development of history, the teacher has decided to develop the children's awareness of how the world has changed through time, and how individual events have consequences for us individually, locally and globally.

This class is made up of many 'younger siblings'. Of the 30 students, 14 have had an older sibling complete primary school. As a result, the teacher describes them as 'worldly'. Most of this class is considered to be 'working at level', with three children below level in Literacy and two working at a level significantly higher in Maths. The teacher of this class likes to organise opportunities for students to work independently, as well as in small groups. Where possible, she tries to mix up the groups as much as possible.

In the budget for this level, there are sufficient funds for one incursion/excursion. The children have access to one computer in a classroom per five students. There are more computers available in the school ICT lab (35). Each class is timetabled for 1½ hours per fortnight in one block of time.

Rationale

Why do you want to develop this inquiry? What will underpin this learning? Why is this learning significant? How is this learning relevant to the students in my class? How is it relevant to the environment/community/others? What background information do I need? What is useful to know about this topic?

It is important to develop this unit of inquiry to teach students about different events that have shaped the world we live in today. This learning will be strengthened by incorporating a series of different foci throughout

the unit, incorporating the theme of events that have changed the world. Taylor (2012, p. 30) states 'historical explanations are open-ended', so I have used a range of questioning strategies. I have also used the 'AusVELS Humanities' and 'Humanities – History' domain to develop the knowledge that students should achieve by the end of their respective year levels (AusVELS Levels 3 and 4). There are also aspects of geography in this unit as history and geography go hand in hand. This is a significant area of learning as students need to know what has happened in the past to make the present – and in turn the future – the way it is. Gilbert (2011) states the need for goals when teaching history, so I have ensured the topics in this unit all have the goal of teaching events that have changed the world.

This learning is relevant to the students in the class as the students are described as 'worldly', and all students should know about the historical events that make up the world. I have used many books and stories as 'stories have great potential to create interest in the past,' (Hoepper 2011, p. 200). This unit is relevant to the community and many people. Parents, grandparents or even great grandparents and other family members may have been around in a time where some of these events have happened, therefore seeing the impact they have had on the world.

The background information needed to compile this unit is what the students already know. I know that students have learnt about 'getting their way around' so I will incorporate the history of transport and how it has changed and continues to change. I also know that the students have learnt about 'cultures across the globe' and Indigenous perspectives, so I will incorporate the First Fleet and how white settlement first came about in Australia. Hoepper (2011) states the best place to start when teaching history is to start 'with familiar sources,' (p. 211). Especially with younger students, use things recognisable in their own lives. It is important to note that there are so many events that have made the world it is today that talking about them all would be difficult, as well as lengthy. Gilbert (2011) discusses this problem of content of history in the curriculum so I have chosen what I see as the most important topics for students at Year 3–4 level: the Australian gold rush, First Fleet, World War I and II, medicine and medical equipment, transport (land, air and sea), and inventions (telephone, internet, light bulb and electricity).

Understandings

- Things happen that change how we live.
- Things happen that affect how others live.
- Things happen that change the way we make decisions.
- Things happen that change the world, and are recorded as important moments in history.
- Different places value different events more importantly than others.
- Important events will continue to shape the world in the future.

Key Concepts

- Change/continuities/time
- Sources of information
- Similarities/differences
- Events
- Consequences – cause and effect.

Skills

- Ordering events.
- Identifying and acknowledging sources of historical information.
- Representing information on a timeline, in a narrative format.
- Critically identifying accuracy of sources.
- Identifying and analysing events in time.
- Speculating/hypothesising/scenario building to draw inferences from paradigms about futures.

Linked Standards/Domains/Dimensions/ Learning Focus

AusVELS Level 3: The Humanities – History

Historical Knowledge and Understanding > Community and remembrance

- The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area. ([ACHHKo60](#))
- ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory; for example, in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life ([ACHHKo61](#))
- The role that people of diverse backgrounds have played in the development and character of the local community ([ACHHKo62](#))

Historical Skills > Chronology, terms and concepts

- Sequence historical people and events ([ACHHS065](#))

Historical Skills > Historical questions and research

- Identify sources ([ACHHS215](#))

Historical Skills > Explanation and communication

- Develop texts, particularly narratives ([ACHHS070](#))
- Use a range of communication forms (oral, graphic, written) and digital technologies ([ACHHS071](#))

AusVELS Level 4: The Humanities – History

Historical Knowledge and Understanding > First contacts

- The diversity and longevity of Australia's first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place. ([ACHHKo77](#))
- Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival. ([ACHHKo79](#))

Historical Skills > Chronology, terms and concepts

- Sequence historical people and events ([ACHHS081](#))

Historical Skills > Historical questions and research

- Identify sources ([ACHHS216](#))

Historical Skills > Explanation and communication

- Develop texts, particularly narratives ([ACHHS086](#))
- Use a range of communication forms (oral, graphic, written) and digital technologies ([ACHHS087](#))

AusVELS Level 3: The Humanities – Learning Focus

Students begin to visualise and describe location and direction using simple alphanumeric grids and compass points. They learn to use atlas maps and a globe to locate and name the states and territories of Australia.

AusVELS Level 4: The Humanities – Learning Focus

Students begin to visualise and describe location and direction using simple alphanumeric grids and compass points. They learn to use atlas maps and a globe to locate and name the states and territories of Australia.

Source: AusVELS (2013)

Stage of Learning in this Unit	Planned Learning Experiences	Resources	Links to AusVELS and Understandings
<p>Tuning In Activities to engage students in the topic.</p>	<p>What are significant events? This activity is designed as a class discussion determining what students know about events that have shaped the world. Teacher to ask prompting questions: What makes an event significant? What significant events do you know? Teacher writes all these ideas on the board as reference for future lessons.</p> <p><i>Assessment</i> Observations of students taking part in discussions.</p>	<ul style="list-style-type: none"> • Whiteboard (or SMART Board) • Whiteboard markers • <i>Oxford Children’s History of the World</i> by Neil Grant • <i>Turn of the Century</i> by Ellen B. Jackson • <i>Science and Technology Year by Year</i> by The Five Mile Press • <i>The Australia Book</i> by Eve Pownall • www.bbc.co.uk/history/forkids • http://kids.nationalgeographic.com.au/kids/stories/history • http://australia.pppst.com/history.html 	<ul style="list-style-type: none"> • Things happen that change the world, and are recorded as important moments in history. (ACHHS065) • The role that people of diverse backgrounds have played in the development and character of the local community. (ACHHK062)
<p>Preparing to find out Activities that give insight into what students already know and that prepare them for further investigations.</p>	<p>Significant events in our lives Students to create timelines of significant events that have happened in their lives, including birth, siblings, moving house, school, etc.</p> <p><i>Assessment</i> Ability to define significant events in their life. Ability to create sequential timelines.</p>	<ul style="list-style-type: none"> • Inquiry books • Writing/drawing materials 	<ul style="list-style-type: none"> • Things happen which change how we live. (ACHHS065) • Sequence historical people and events. (ACHHS081)
<p>Creating mind-maps This activity runs over two lessons. Students work with partners to create mind-maps about what they see as being important events that have shaped the world today. Each lesson the partners will get 20 minutes on the classroom computers to find out information for their mind maps. There will be a list of possible websites for the students to use on the board and well as a selection of books about historical events that students can look through. These mind-maps will be displayed around the classroom and allows the teacher to see what direction the students are focused towards.</p> <p><i>Assessment</i> Students participating towards mind-maps, determining events that are significant, and including detail on mind-maps.</p>	<p>Preparing to find out This activity runs over two lessons. Students work with partners to create mind-maps about what they see as being important events that have shaped the world today. Each lesson the partners will get 20 minutes on the classroom computers to find out information for their mind maps. There will be a list of possible websites for the students to use on the board and well as a selection of books about historical events that students can look through. These mind-maps will be displayed around the classroom and allows the teacher to see what direction the students are focused towards.</p> <p><i>Assessment</i> Students participating towards mind-maps, determining events that are significant, and including detail on mind-maps.</p>	<ul style="list-style-type: none"> • A3 poster paper (one per group) • Writing/drawing materials 	<ul style="list-style-type: none"> • Things happen which change the world, and are recorded as important moments in history. • Identify sources. (ACHHS215/ACHHS216)

Stage of Learning in this Unit	Planned Learning Experiences	Resources	Links to AusVELS and Understandings
	<p>Gold Rush: What happened? Beginning with a whole class discussion about what the gold rush was and what happened. Showing the PowerPoint presentation created by Jackson and associates to introduce the different concepts on the Gold Rush. While students are engaged in the PowerPoint, teacher allows time for students to fill in important things onto the worksheet, which will be pasted into student's inquiry books.</p> <p><i>Assessment</i> Students filling in appropriate information onto worksheet, and engaged in discussion.</p>	<ul style="list-style-type: none"> • http://australia.pppst.com/goldrush.html • Gold Rush worksheet (see Appendix 1) • Writing/drawing materials • Scissors/glue 	<ul style="list-style-type: none"> • Things happen that affect how others live. • Things happen that change the way we make decisions. • The role that people of diverse backgrounds have played in the development and character of the local community. (ACHHKo62) • The diversity and longevity of Australia's first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place. (ACHHKo77)
	<p>First Fleet: Why did they come? Using the John Walker Case Study, students learn about what it was like in England at the time and why people were lead to do petty crime. Teacher to read the case study to the class and ask questions about the case study: Why do you think he stole, how do you feel, what would happen today, etc. Lead into discussion about what Australia was used for at the time.</p> <p><i>Assessment</i> Students engaging in responses to questions. Students engaging in discussion.</p>	<ul style="list-style-type: none"> • http://vcp.ezbn.org/casestudies/casestudy11254-john-walker-convicted-for-stealing-onions.html 	<ul style="list-style-type: none"> • Different places value different events more importantly than others. • Things happen that affect how others live. • The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area. (ACHHKo60) • Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival. (ACHHKo79)
	<p>First Fleet: Preparing for the Journey Using the letter written by Duncan Campbell, students must first decipher the language used within the letter using dictionaries. Once they understand the letter, they are to compile a list of things that would have been needed on the First Fleet journey.</p> <p><i>Assessment</i> Ability to decipher the letter and to compile a list of materials based on the information in the letter.</p>	<ul style="list-style-type: none"> • Letter (see Appendix 4) • Dictionaries • Inquiry books • Writing/drawing materials 	<ul style="list-style-type: none"> • Things happen that affect how others live. • Things happen that change the way we make decisions. • The role that people of diverse backgrounds have played in the development and character of the local community. (ACHHKo62) • The diversity and longevity of Australia's first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place. (ACHHKo77)

Stage of Learning in this Unit	Planned Learning Experiences	Resources	Links to AusVELS and Understandings
	<p>World War I: Introduction to War As a whole class, introduce the key factors of World War I. Teacher talks about the main aspects of World War I, the key dates, countries involved, what happened, etc. Students should take note of important information in their inquiry books. After the discussion, show a video of World War I using a projector. Students continue to take notes, teacher pauses where necessary. After the video students are asked to think about how the war affected people and to write a few sentences into their books.</p> <p><i>Assessment</i> Students engaging in conversations. Ability to determine important information to write down. Able to reflect on how people felt at the time.</p>	<ul style="list-style-type: none"> • Inquiry books • Writing/drawing materials • Projector • www.youtube.com/watch?v=YXqppJ-L88U 	<ul style="list-style-type: none"> • Things happen that change the world, and are recorded as important moments in history. • Different places value different events more importantly than others do. • The role that people of diverse backgrounds have played in the development and character of the local community. (ACHHKo62) • The diversity and longevity of Australia's first peoples. (ACHHKo77)
	<p>Medicine: Where would we be without it? On the board, have around five A4 information posters about different medicines and medical equipment that have helped shape the world today (e.g. penicillin, x-rays, etc.), including what they look like, what they do, who invented them and when. Discuss how things would be different if these things hadn't been invented or people hadn't come across them. Students are invited to share stories about medicines or medical equipment they have used and imagine what might have happened if that medicine or medical equipment wasn't around.</p> <p><i>Assessment</i> Students engaging in class discussion, sharing stories, and their ability to imagine life without these advances.</p>	<ul style="list-style-type: none"> • A4 medical posters 	<ul style="list-style-type: none"> • Things happen that change how we live. • Things happen that affect how others live. • Use a range of communication forms (oral, graphic, written) and digital technologies. (ACHHSo71/ACHHSo87)

Stage of Learning in this Unit	Planned Learning Experiences	Resources	Links to AusVELS and Understandings
<p>Finding Out A shared experience from which students will gather new information about the topic.</p>	<p>Gold Rush: Locations of goldfields Using a map of Australia, pinpoint the different goldfields in Australia, the significant dates and information relevant to that goldfield. Students work in groups of five and have access to different books about the Australian gold fields, as well as websites listed on the board. Teacher to have a more detailed map of Australia to help students with locations on the board. Students share maps with classmates at the end. Each group is allocated a computer in the classroom to use.</p> <p><i>Assessment</i> All group members taking part in work. Ability to pinpoint important locations on a map, and to recognise significant dates.</p>	<ul style="list-style-type: none"> • Student A3 map of Australia (see Appendix 2) • Teacher A3 map of Australia (see Appendix 3) • Writing/drawing materials • <i>To the Goldfields</i> by Rachel Tonkin • <i>Gold Rush</i> series by Ann Parry • www.kidcyber.com.au/topics/goldfields.htm • www.goldoz.com.au/gold_rush.o.html 	<ul style="list-style-type: none"> • Different places value different events as more important than others. • Things happen which effects how others live. • They learn to use atlas maps and a globe to locate and name the states and territories of Australia.
	<p>First Fleet: Typical Convicts (Part 1) This is a short activity where students are required to draw and explain what they believe are the typical characteristics of a convict.</p> <p><i>Assessment</i> Ability to describe characteristics of a typical convict.</p>	<ul style="list-style-type: none"> • Inquiry books • Writing/drawing materials 	<ul style="list-style-type: none"> • Things happen that change the ways that we make decisions. • The role that people of diverse backgrounds have played in the development and character of the local community. (ACHHKo62) • Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival. (ACHHKo79)
	<p>World War I: Newspaper Reports Splitting up into six groups, each group is given a topic from World War I: Participating countries, weapons, warfare, air and sea, women, and spies. Using information printed from a World War I website, students are to create a newspaper report to be displayed around the classroom, including enough information for the rest of the class to understand their topic.</p> <p><i>Assessment</i> All group members taking part in the activity. Ability to decipher information to what is relevant and to understand topic and explain to others.</p>	<ul style="list-style-type: none"> • World War I information website: www.teacheroz.com/wwi.htm • A3 plain paper per group • Writing/drawing materials 	<ul style="list-style-type: none"> • Things happen that affect how others live. • Things happen that change the world, and are recorded as important moments in history. • Develop texts, particularly narratives. (ACHHSo70/ACHHSo86)

Stage of Learning in this Unit	Planned Learning Experiences	Resources	Links to AusVELS and Understandings
	<p>Transport: Land Discussion about different modes of transport on the land: cars, bikes, train, bus, etc. Show pictures of different forms of land transport that people used: donkeys, coaches, carriages, steam engines, motorcars, etc. with the dates they first started being used. Talk about the different speeds of these modes of transport. Students rule up a table in their inquiry books and write different modes of land transport along the left side. On the right column students write how long it might have taken to get from school to home using these different modes (beginning with their most common mode of transport e.g. car, bike).</p> <p><i>Assessment</i> Engaging in discussion. Ability to distinguish between different modes of transport and determine length of time taken to travel.</p>	<ul style="list-style-type: none"> • Pictures of different forms of transport with dates • Inquiry books • Writing/drawing materials 	<ul style="list-style-type: none"> • Things happen that change how we live. • Things happen that affect how others live. • ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory. (ACHHKo61) • The diversity and longevity of Australia's first peoples. (ACHHKo77)
<p>Sorting Out Activities that help students process the information that they have gathered.</p>	<p>Gold Rush: Roles and Responsibilities Have the different types of people who were around in the gold rush time set up around the room. Each area will focus on one type of role and the responsibilities these people may have had. Included in the areas may be uniforms or types of clothing worn by people, equipment used by the people, features of their role, etc. Students are in groups of five and rotate around the classroom exploring each area. The five areas are: women, shop owners, miners, workers and officers. Students should write four important facts from each rotation.</p> <p><i>Assessment</i> Engaging in exploration of rotations. Ability to determine four important facts from each rotation.</p>	<ul style="list-style-type: none"> • Inquiry books • Writing/drawing materials 	<ul style="list-style-type: none"> • Different places value different events as more important than others. • Things happen that change the ways that we make decisions. • Sequence historical people and events. (ACHHSo65/ACHHSo81)

Stage of Learning in this Unit	Planned Learning Experiences	Resources	Links to AusVELS and Understandings
	<p>First Fleet: Typical Convicts (Part 2) During a computer lab session, students use the First Fleet database where they can put in the names of people and see what the convicts had done that had them sent to Australia with the First Fleet. After looking at a few different people students will be able to redraw their picture of the typical convict and discover new characteristics.</p> <p><i>Assessment</i> Ability to use database system and to modify drawing to meet new characteristics.</p>	<ul style="list-style-type: none"> • http://firstfleet.uow.edu.au/search.aspx • Inquiry books • Writing/drawing materials 	<ul style="list-style-type: none"> • Things happen that change the ways that we make decisions. • The role that people of diverse backgrounds have played in the development and character of the local community. (ACHHK062) • Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival. (ACHHK079)
	<p>World War II: How does it compare? Introduction to World War II, main aspects, key dates, countries involved, etc. Play video about World War II, pausing for students to write down important information in inquiry books. In workbooks, draw a line down the middle of the page: the left had side entitled WWI, the right side entitle WWII. Students are to write down similarities and differences between the wars from the information they have written in their books.</p> <p><i>Assessment</i> Ability to determine important facts and determine similarities and differences.</p>	<ul style="list-style-type: none"> • www.youtube.com/watch?v=Q78COTwT7nE • Inquiry books • Writing/drawing materials 	<ul style="list-style-type: none"> • Things happen that change the world, and are recorded as important moments in history. • Different places value different events more importantly than others do. • Identify sources. (ACHHS215/ACHHS216)
	<p>Transport: Air Discuss the different forms of air transport (jet, hot air balloon, etc.), including the dates they were first around. Students to make paper airplanes and see who can fly them the furthest, then afterwards compare their designs to other students and why they went further. Discuss why aeroplanes can fly. Students have the chance to modify their designs and see if they can fly further.</p> <p><i>Assessment</i> Ability to recognise difference in designs, improve designs, and critically assess designs.</p>	<ul style="list-style-type: none"> • Inquiry books • Writing/drawing materials • Paper for planes 	<ul style="list-style-type: none"> • Things happen that change how we live. • Things happen that affect how others live. • ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory. (ACHHK061) • The diversity and longevity of Australia's first peoples. (ACHHK077)

Stage of Learning in this Unit	Planned Learning Experiences	Resources	Links to AusVELS and Understandings
	<p>Inventions: Telephone Discuss the invention of the telephone, who created it, when, etc. Students try out different methods of communicating before the telephone was invented. In their inquiry books, students write how difficult/easy it was to communicate with someone close/far away using this method. Students can try using Morse Code, cans attached to string, telegraph (set up like Chinese whispers game) and can look at other methods such as smoke signals.</p> <p><i>Assessment</i> Ability to distinguish different methods of communication before the telephone, and determine factors of the method, easy/hard.</p>	<ul style="list-style-type: none"> • Inquiry books • Writing/drawing materials • Morse code charts • Cans and string • Images of other methods 	<ul style="list-style-type: none"> • Things happen that change how we live. • Things happen that affect how others live. • ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory. (ACHHK061) • The diversity and longevity of Australia's first peoples. (ACHHK077)
	<p>Inventions: Internet Using the computer labs, student log onto a website about the history of the internet. Students are to pick 10 of the dates on the timeline and write what happened on that date in their books. Students are to write why they chose that date and what makes it significant to them.</p> <p><i>Assessment</i> Ability to select 10 appropriate events along a timeline, connect event to one's life, and reason choices.</p>	<ul style="list-style-type: none"> • Internet timeline website: www.factmonster.com/ipka/A0193167.html • Inquiry books • Writing/drawing materials 	<ul style="list-style-type: none"> • Things happen that change how we live. • Things happen that affect how others live. • Sequence historical people and events (ACHHS065/ACHHS081)
<p>Going Further Activities that challenge and extend students' understandings.</p>	<p>Gold Rush: Diary of a person in the era Students are to write a journal entry (or if they work quickly a series of journal entries) of a day in the life of a person living in the gold rush era. They select to write from the perspective of one of the people learnt in the roles and responsibilities rotations activity.</p> <p><i>Assessment</i> Ability to write a journal entry, relate to a member of the gold rush era, and to connect journal entry to roles and responsibilities.</p>	<ul style="list-style-type: none"> • Inquiry books • Writing/drawing materials 	<ul style="list-style-type: none"> • Things happen that affect how others live. • Develop texts, particularly narratives. (ACHHS070/ACHHS086)

Stage of Learning in this Unit	Planned Learning Experiences	Resources	Links to AusVELS and Understandings
	<p>First Fleet: Contact with Aboriginals As a class, discuss how the Aboriginals felt about the arrival of the First Fleet and their land being taken over by convicts. Students role play the arrival of the First Fleet and the interactions with the Aboriginals.</p> <p><i>Assessment</i> Students engaging in class discussion. Ability to present own feeling about Aboriginals first contact. All students participating in role play.</p>		<ul style="list-style-type: none"> • Things happen that change the ways that we make decisions. • The role that people of diverse backgrounds have played in the development and character of the local community. (ACHHK062) • Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival. (ACHHK079)
	<p>World War II: Identifying Sources Beginning with an introduction about what makes a source reliable and how to identify between primary and secondary sources. Selections of various reliable, unreliable, primary and secondary sources about World War II are set up on tables. Using the worksheet, students fill in the name of the source, and what type of source it is and how they know. As well as identifying two key parts of information found (if it is reliable).</p> <p><i>Assessment</i> Ability to recognise sources as being reliable or unreliable, primary or secondary, and identify key information.</p>	<ul style="list-style-type: none"> • Sources worksheet (see Appendix 6) • Writing/drawing materials 	<ul style="list-style-type: none"> • Things happen that change the ways that we make decisions. • Things happen that change the world, and are recorded as important moments in history. • Identify sources. (ACHHS215/ACHHS216).
	<p>Medicine: Role Play Using the A4 medical posters from the other activity, students get into five groups (or more if more posters) and create a scenario about a situation before the medicine or medical equipment had been introduced and replaying the scenario after the medicine or medical equipment had been introduced, showing how it impacts our lives today. Presenting to the rest of the class.</p> <p><i>Assessment</i> Student working within a team to develop a scenario, having a role in the scenario when presenting, and presenting clearly to the rest of the class.</p>	<ul style="list-style-type: none"> • A4 medical posters • Writing/drawing material • Inquiry books • Props 	<ul style="list-style-type: none"> • Things happen that change how we live. • Things happen that affect how others live. • Use a range of communication forms (oral, graphic, written) and digital technologies. (ACHHS071/ACHHS087)

Stage of Learning in this Unit	Planned Learning Experiences	Resources	Links to AusVELS and Understandings
	<p>Transport: Ships Timeline (Part 1) Using the allocated computer lab time, students go onto the timeline of ships website and make a draft timeline in their workbooks about the different modes of water travel through time. Students are to include the name of the boat, the date it was invented (or used) and a few sentences describing it. Students can draw a picture of the boat too if they wish to.</p> <p><i>Assessment</i> Ability to decipher the website and develop a timeline, to include relevant information, and use the time wisely.</p>	<ul style="list-style-type: none"> Ships timeline: website: www.kidcyber.com.au/topics/shipstimeline.html Inquiry books Writing/drawing materials 	<ul style="list-style-type: none"> Things happen that change how we live. Things happen that affect how others live. Sequence historical people and events. (ACHHS065/ACHHS081)
	<p>Inventions: Light Bulb Introduction as to when the light bulb was introduced, who by, etc. Students discuss what may have been used before light bulbs. What do students do when there is a blackout? Student will be making light bulbs to hang around the classroom. They will use cardboard for the neck of the bulb and write who invented the light bulb, when and anything else they learned in the discussion. They will use crepe paper or normal paper for the bulb part of the light bulb.</p> <p><i>Assessment</i> Students engaging in discussion. Ability to create light bulb out of materials provided and include appropriate information on the neck of the light bulb.</p>	<ul style="list-style-type: none"> Cardboard Crepe paper/normal paper Glue/tape to put together Writing/drawing materials String to hang 	<ul style="list-style-type: none"> Things happen that affect how others live. Use a range of communication forms (oral, graphic, written) and digital technologies. (ACHHS071/ACHHS087)

Stage of Learning in this Unit	Planned Learning Experiences	Resources	Links to AusVELS and Understandings
<p>Making connections Activities that help students put it all together and draw some conclusions about what they have learnt.</p>	<p>Gold Rush: Interactive Map/Gold Rush Game During the allocated computer lab time, students go onto the Sovereign Hill website and look at the map of Sovereign Hill where students can click on different buildings and read/watch videos about what the building was used for. After exploring the map students are able to play a Gold Rush game on the National Museum of Australia website.</p> <p><i>Assessment</i> Students engaging in the interactive map and the Gold Rush game, and using the time to enhance learning of the Gold Rush.</p>	<ul style="list-style-type: none"> • http://education.sovereignhill.com.au/index67b7.html?id=interactivemap • www.nma.gov.au/educationkids/classroom_learning/multimedia/interactives/gold-rush 	<ul style="list-style-type: none"> • Different places value different events as more important than others. • Things happen that change the ways that we make decisions. • Use a range of communication forms (oral, graphic, written) and digital technologies. (ACHHS071/ACHHS087)
	<p>First Fleet: Mapping the Journey Students use a copy of the voyage of the First Fleet and an atlas to find out where places are and map the route taken by the First Fleet, including dates, which will be pasted into their inquiry books.</p> <p><i>Assessment</i> Ability to find countries on a map, determine the route of the First Fleet and map the route of the first fleet.</p>	<ul style="list-style-type: none"> • Voyage from: http://home.vicnet.net.au/~firstff/story.htm • Atlas • A4 map of the world (see Appendix 5) • Inquiry Books • Writing/drawing/pasting materials 	<ul style="list-style-type: none"> • Different places value different events more importantly than others. • Students begin to visualise and describe location and direction using simple alphanumeric grids and compass points. They learn to use atlas maps and a globe to locate and name the states and territories of Australia.
	<p>Transport: Ships Timeline (Part 2) Using the information gathered from Part 1 of this activity, students are to create the good copy of their ship timelines on A3 paper to be displayed in the classroom. Students need to remember that timelines are sequential and must include the dates of the ships, names of the ships and a few sentences about the ship. They can include a drawing of the ship if they wish.</p> <p><i>Assessment</i> Ability to place dates sequentially on the timeline, include appropriate information and create high quality work.</p>	<ul style="list-style-type: none"> • Inquiry books • Writing/drawing materials • A3 paper 	<ul style="list-style-type: none"> • Things happen that change how we live. • Things happen that affect how others live. • Sequence historical people and events. (ACHHS065/ACHHS081)

Stage of Learning in this Unit	Planned Learning Experiences	Resources	Links to AusVELS and Understandings
	<p>Inventions: 24 Hours without Electricity (Part 1) This is a short activity introducing when electricity was invented, by whom and when. Students are to write this information into their inquiry books. Teacher is to set the challenge: Can you last 24 hours without using electricity. As a class, discuss what uses electricity (television, lights, etc.) and come up with some rules for the challenge. Students are to take a letter home informing the parent of the task and to help out where possible.</p> <p><i>Assessment</i> Ability to determine where electricity is used and come up with rules for the challenge. Students engaging in discussion.</p>	<ul style="list-style-type: none"> • Inquiry books • Writing/drawing materials • Parent permission letter (see Appendix 7) 	<ul style="list-style-type: none"> • Things happen that change how we live. • Things happen that affect how others live. • Use a range of communication forms (oral, graphic, written) and digital technologies. (ACHHS071/ACHHS087)
	<p>Inventions: 24 Hours without Electricity (Part 2) After completing the first part of the activity, students come back 24 hours later and share their experiences with the class. How did it feel to not use electricity? Could you last? How would people have done daily tasks before electricity was invented? Students are to write a reflection on how they went answering these questions.</p> <p><i>Assessment</i> Student engaging in discussion about experiences. Ability to write a reflection using prompting questions and recognise how life was like before electricity.</p>	<ul style="list-style-type: none"> • Inquiry books • Writing/drawing materials 	<ul style="list-style-type: none"> • Things happen that change how we live. • Things happen that affect how others live. • Use a range of communication forms (oral, graphic, written) and digital technologies. (ACHHS071/ACHHS087)
	<p>Excursion to Melbourne Museum In the second last week of term the students will go on an excursion to Melbourne Museum, specifically seeing 'The Melbourne Story' exhibition and the 'Fun and Games' program lead by the museum staff.</p> <p><i>Assessment</i> Student engaging in exhibition and program.</p>	<ul style="list-style-type: none"> • http://museumvictoria.com.au/melbournemuseum/education/education-kits/melbourne-story • http://museumvictoria.com.au/melbournemuseum/education/education-programs/fun-and-games 	<ul style="list-style-type: none"> • Things happen that change how we live. • Things happen that affect how others live. • Use a range of communication forms (oral, graphic, written) and digital technologies. (ACHHS071/ACHHS087)

Stage of Learning in this Unit	Planned Learning Experiences	Resources	Links to AusVELS and Understandings
<p>Taking Action Activities that give students the opportunity to act upon what they have learnt.</p>	<p>Creating posters Students are required to create posters about one of the topics learnt throughout this unit (Gold Rush, First Fleet, World War, Medicine, Transport or Inventions). Students will divide the page in half; The left side entitled 'How life is different after (insert chosen event)' where students write/draw pictures and so on about how life has changed due to this event. The right side is entitled 'How life would be different without (insert chosen event)' where students write/draw pictures and so on about how life would be different if this event had not occurred. Students will get to use the computer labs twice while creating this poster, allowing time for research, printing pictures or typing information for their posters. There will be a total of four lessons allocated to creating this poster (two of which are allocated to computer labs) and the final lesson is for students to present their poster to the class.</p> <p><i>Assessment</i> Ability to recognise key features of a selected event, include relevant information from work done throughout the unit, determine how this event has impacted the world today, determine how life would be different if this event hadn't happened, speak clearly when presenting to the class, and use legible writing/drawings on posters.</p>	<ul style="list-style-type: none"> • A3 poster paper (per student) • Writing/drawing materials • Fancy pens/textas for headings 	<ul style="list-style-type: none"> • Things happen that change how we live. • Things happen that affect how others live. • Things happen that change the ways that we make decisions. • Things happen that change the world, and are recorded as important moments in history. • Different places value different events more importantly than others. • Develop texts, particularly narratives. (ACHHS070/ACHHS086) • Use a range of communication forms (oral, graphic, written) and digital technologies. (ACHHS071/ACHHS087)
	<p>'What will happen in the future?' Draft Students will be writing a short story about an event that they think may happen in the future, based on the information they have learned in this unit. They are suggested to be creative and include plenty of details. They are required to write a minimum of one page and include a picture.</p> <p><i>Assessment</i> Ability to recognise features of events in history and shape a possible event that could happen in the future, and to use detailed information in their story.</p>	<ul style="list-style-type: none"> • Inquiry books • Writing/drawing materials 	<ul style="list-style-type: none"> • Important events will continue to shape the world in the future. • Develop texts, particularly narratives. (ACHHS070/ACHHS086)

Stage of Learning in this Unit	Planned Learning Experiences	Resources	Links to AusVELS and Understandings
	<p>‘What will happen in the future?’ Final copy After completing their drafts of their stories, students will be required to create good copies of their stories on coloured card (allowing a ruler width blank on the left side) to be put together in a class book, which students will be able to read during silent reading time, etc.</p> <p><i>Assessment</i> Ability to create legible work, be creative and produce high quality work.</p>	<ul style="list-style-type: none"> • Coloured A4 card • Writing/drawing materials • Fancy pens/textas for headings • Binding equipment (binder, cover, backing, etc.) 	<ul style="list-style-type: none"> • Important events will continue to shape the world in the future. • Develop texts, particularly narratives. (ACHHS070/ACHHS086)

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Appendix 1

Gold Rush

People:

Transport:

Housing:

Law and Order:

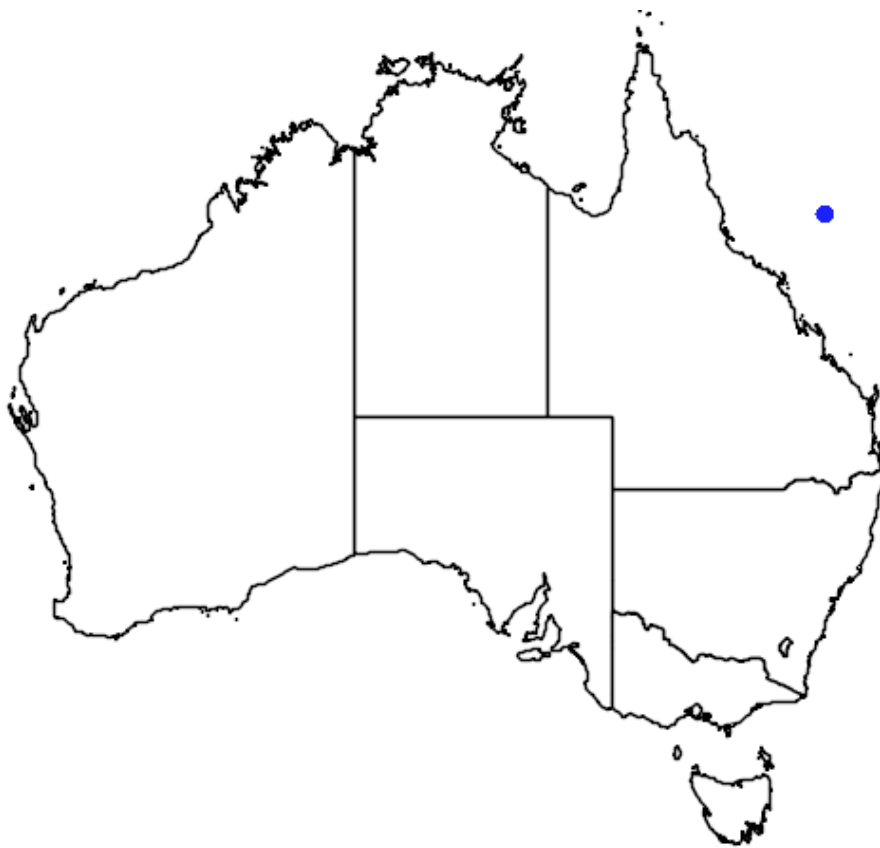
Clothing:

Health:

Food:

Equipment:

Appendix 2



Source: <http://australianmuseum.net.au/Plain-Cardinalfish-Apogon-apogonides-Bleeker-1856>

Appendix 3



Source: www.dfat.gov.au/aib

Appendix 4

This is a letter written by Duncan Campbell, overseer of the convicts on the River Thames.

Mincing-lane
30 Nov 1784

Sir,

I think it my duty to acquaint you for the information of my Lords of the Treasury that I have this day received His Majesty's commands and instructions touching the employment of the convicts for transportation which have been removed from the several gaols on board the Censor Hulk; which instructions I will with all possible dispatch carry into execution; but to do this with effect, it will be necessary to have an additional number of Lighters, Boats and Guards to attend while the convicts are working in the Lighters or on shore. These, with the clothing and provision which His Majesty is pleased to direct may be in the same proportion as given to those who are ordered to hard labour, will of course increase the present expense of that ship The Censor is calculated for the accommodation and safe custody of 240 convicts and upwards. For that number certain I am willing to engage, and to find ship, officers and crew, four lighters, or more if necessary, sufficient boats and guards, and to find medicines and surgeon, as has been hitherto done for the convicts at hard labour on the Thames. And this I will agree to do for one year to commence 12th October last for the nett sum of £6,500 to be paid quarterly. If my Lords have no objection I should wish likewise to enter into a contract for those on board the Justicia viz 250 certain, for one year at the rate allowed me for last instalment 12th October.

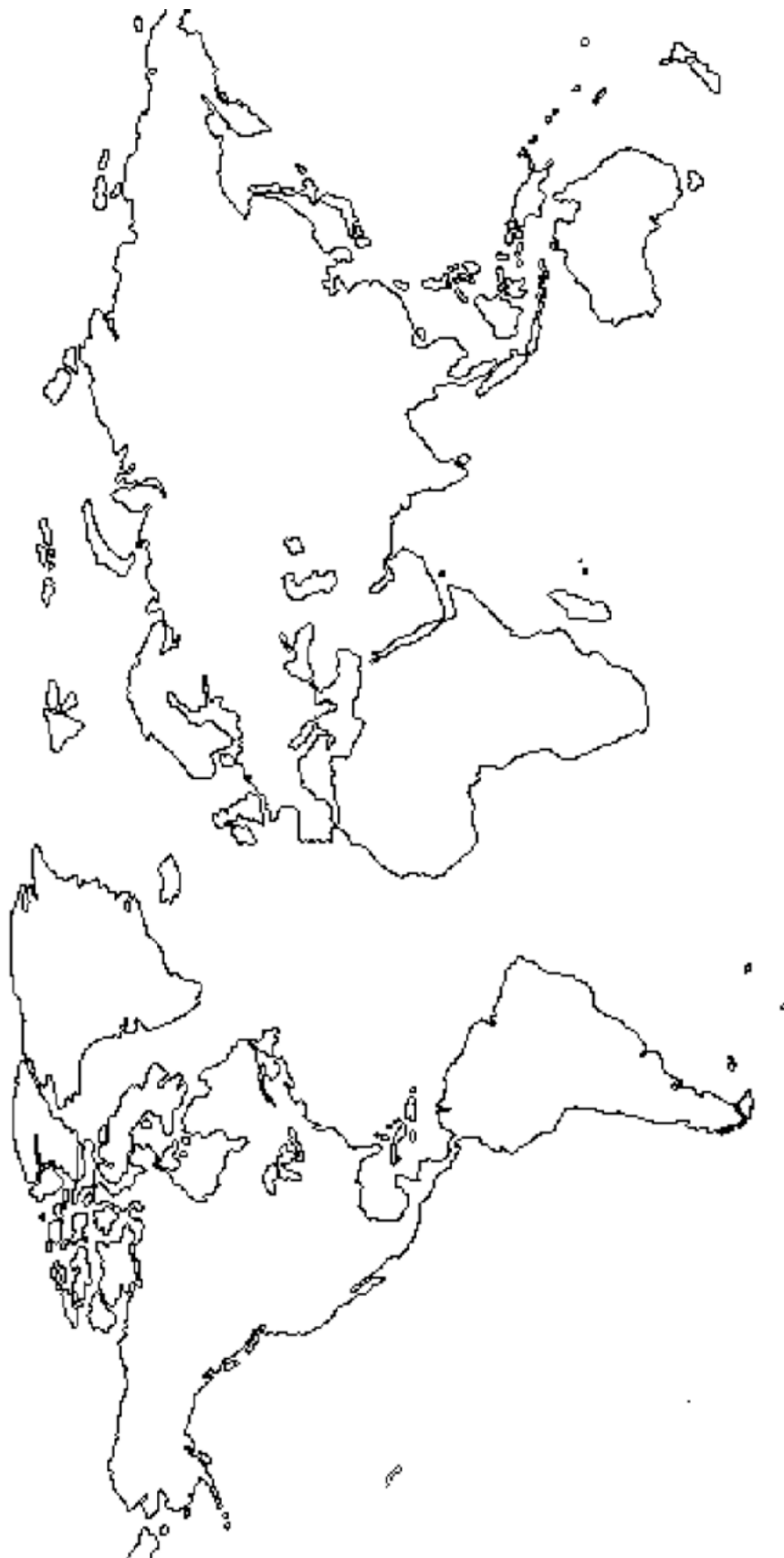
I pray you Sir to lay this before the Board and to take their Lordships pleasure thereupon

Signed Duncan Campbell

NB The difference that will appear between the expenses of the two ships arises from the hospital and receiving vessels which, with their Lordship's permission, I can make to serve both hulks.

Source: www.convictconnections.org.au/hulks.html

Appendix 5



Source: www.champcarstats.com/world.htm

Appendix 6

World War II Sources

Name of Source	Type of Source	Is it Reliable?	Two Important Facts

Appendix 7

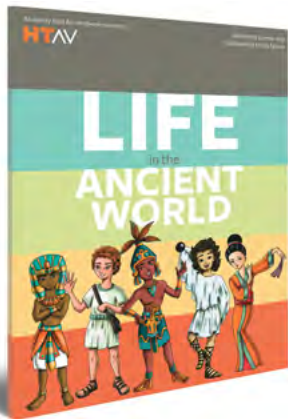
Dear Parent/Guardian,

As part of our inquiry unit on 'Events that have changed the world', we are looking at different inventions that have shaped the way we live today. Today and tomorrow we are focusing on electricity, and, as an activity to get students to think more in depth about how life would be like without electricity, I have set the challenge of spending 24 hours without electricity. This has begun in class today and will end in class tomorrow.

I ask for your assistance with this challenge in incorporating activities for your child that do not require electricity, and using candles instead of lights. I appreciate your cooperation in helping your child see life before electricity.

Jessica Cannizzaro
Year 3/4 Teacher

FROM THE BOOKROOM



Life in the Ancient World

Written by Carmel Iaria
Illustrated by Marta Tesoro

An enjoyable activity book for a range of learners. It explores daily life in Egypt, Greece, Rome, China and Mayan civilisation through the eyes of kids. Each chapter features a short story, colour illustrations, key facts, fun activities and challenging tasks.

RRP: \$55.00 (Book with printable CD)

Celebrations and Commemorations

Written and illustrated by Katie Costello

This illustrated storybook follows a number of Australian children as they join in key celebrations and commemorations. Written for AusVELS, it combines literacy and historical knowledge and understanding for Year 3 students.

RRP: \$60.00 (Pack of six books with compatible CD)

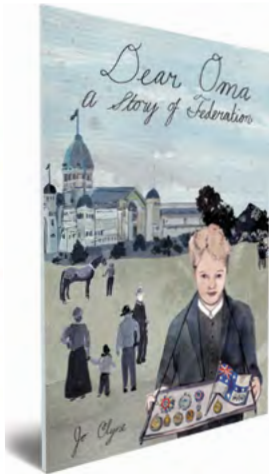
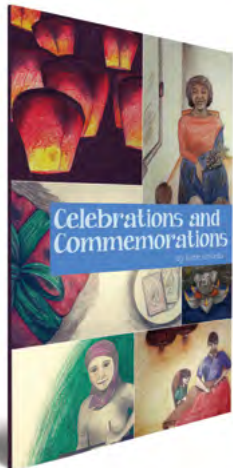
Dear Oma: A Story of Federation

Written by Jo Clyne, Illustrated by Elizabeth Barnett

Join 12-year-old Karl Muller and his family as they settle in to Australia at a time of change – 1901. This warm-hearted storybook, combining literacy and historical knowledge and understanding, will help children in the late-primary years understand the political and social significance of Federation.

RRP: \$70.00 (Pack of six books with compatible CD)

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