# HSIE: History stage 1 learning sequence – The past in the present

**Learning sequence description**

This learning sequence provides a study of local history. Students explore, recognise and appreciate the history of their local area by examining aspects of the past and considering what they tell us. This learning sequence comprises two inquiries – our school history and the local school in the past and the present. Students use a variety of sources to identify and describe the aspects of the past that they can see around the local school environment. Students investigate information about the local school in the past and present. They draw on their own investigations and that of the local older generations such as their parents and grandparents, as well as other sources.

## Syllabus outcomes and content

**HT1-2** – identifies and describes significant people, events, places and sites in the local community over time

**HT1-4** – demonstrates skills of historical inquiry and communication

[History K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10) © 2012 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

## Lesson 1 – What aspects of the past can you see today?

Students are learning to:

* investigate information about the local school in the past and present
* draw on their own investigations, and that of the local older generations such as their parents and grandparents, as well as other sources
* use a variety of sources to identify and describe the aspects of the past that they can see around the local school environment
* examine what the sources tell them about the past.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 1.1 | Examine the photograph of the school building in source 1. Discuss what students can see in the photograph.  Ask students whether this an example of a primary or secondary source.  Examine the photograph of a plaque in source 2.  Discuss what information can be found on the plaque.  What different information can this source tell us compared to source 1?  Ask students whether this an example of a primary or secondary source. |  | Source 1 – Belmont High School opening, 27 January 1953  [Sam Hood, State Library of NSW](http://archival.sl.nsw.gov.au/Details/archive/110025077). [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/deed.ast) (cropped)  Source 2 – Tumut Public School plaque to commemorate its opening  NSW Department of Education. No copyright restrictions |
| 1.2 | Following examination and comparison of sources 1 and 2, and guided by the syllabus dot points, generate a class set of inquiry questions, for example:  What can we use to help us to learn about the past?  What aspects of the past can be seen in our school?  What do they tell us?  Discuss the terms ‘primary source’ and ‘secondary source’.  A primary source is something that has been created or written during the time being investigated, for example, photographs, letters, objects, personal stories.  A secondary source is an account that has been created after the time being investigated, for example, informative texts and picture books. |  |  |
| 1.3 | Artefacts as sources of information  Ask students if they have heard of the term ‘artefact’.  Brainstorm the meaning of the word artefact.  Explain to students that an artefact is an example of a primary source. They help us to learn about things from the past. Artefacts are things made by humans in the past. An example of an artefact could be a building, object or place. |  |  |
| 1.4 | **Opportunity for monitoring student learning**  School of the future  Students create an artwork of an imagined school of the future, whilst keeping some of the aspects of the past. Students explain what aspects of the past they would keep in their school and why they would do this. Reflect on and discuss students’ schools of the future.  **What to look for**   * detailed drawing of a school of the future * explanation of what aspects of the past they would keep and why |  |  |

## Lesson 2 – What aspects of the past can you see today?

Students are learning to:

* use a variety of sources to identify and describe the aspects of the past that they can see around the local school environment
* investigate information about the local school in the past and present
* draw on their own investigations, and that of the local older generations such as their parents and grandparents, as well as other sources
* examine what the sources tell them about the past.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 2.1 | Students examine Source 3 – Drummoyne Public School 1908 souvenir to commemorate the opening of the northern wing and assembly hall  Students complete a see-think-wonder using the questions below to guide their examination of source 3.  See-think-wonder prompts  See  Who is in the photograph?  What is in the photograph?  Think  Why was the photograph taken?  Where was the photograph taken? How do you know?  When was the photograph taken?  Wonder  What do you wonder about when examining the photograph? |  | Source 3 - Drummoyne Public School 1908 souvenir to commemorate opening of northern wing and assembly hall  [NSW State Archives and Records](https://www.records.nsw.gov.au/image/15051_a047_004356). [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/deed.ast) |
|  | With reference to source 3, develop a set of inquiry questions. For example:  How can we find out about the past at the school?  Who can tell us about the past? What can they tell us?  Why are there similarities and differences between the past and the present?  Discuss ways of finding answers to the inquiry questions, for example, primary sources such as photographs, objects and personal stories of parents or other community members (oral histories). |  |  |
| 2.2 | **Past and present photo sorting**  Find historic photographs of your school site. The [NSW Department of Education photographic collection](https://www.records.nsw.gov.au/series/15051) may help you find images of your school. Discuss what the photographs tell us about the past.  **Comparing the past and the present**  Using photographs from the previous activity students compare one contemporary school photograph to one showing the same image of the school from a past generation. They discuss the similarities and differences. Students then create a Venn diagram to explore the similarities and differences of the school from the past and present. |  | Source 4 – Historic photographs of NSW schools  [NSW Department of Education photographic collection](https://www.records.nsw.gov.au/series/15051) |
| 2.3 | **Opportunity for monitoring student learning**  Schools of the past  Students imagine their first day at school in the past. They write a narrative that describes the buildings, playgrounds and classrooms. Students can use historic photographs of a school as stimulus to write their narrative.  **What to look for**   * descriptive language * past tense |  |  |

Resources

**Teacher resource**

[Guide to using picture books in History K–10](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=2ahUKEwjjx9H534HmAhUYcCsKHZ4LB_kQFjAAegQIBBAB&url=https%3A%2F%2Fschoolsequella.det.nsw.edu.au%2Ffile%2F0e5fd1b1-153b-41af-8720-597d7daec1b0%2F1%2FGuide_to_Picture_Bks_in_Geog%2520K-10.pdf&usg=AOvVaw1tx2spwkwreG7kuR67hjwh), NSW Department of Education, 2017

**Digital collections**

[NSW Department of Education photographic collection](https://www.records.nsw.gov.au/series/15051), NSW State Archives and Records

[Historical photo sets on Flickr](https://www.flickr.com/photos/statelibraryofnsw/sets/?&page=1), State Library of NSW.

[Trove](http://trove.nla.gov.au/), National Library of Australia

**Reflection and evaluation**

These simple questions may help you reflect on your students’ learning and plan for next steps.

What worked well and why?

What didn’t work and why?

What might I do differently next time?

What are the next steps for student learning based on the evidence gathered?