# HSIE: History Stage 2 learning sequence – Community and Remembrance

**Learning sequence description**

This topic 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 that have been lost and retained. Students examine early transport in the local community and New South Wales through a guided inquiry. They use a range of sources to describe and explain how and why transport has changed or remained the same.

## This learning sequence will give the students the opportunity to engage with historical concepts and skills.

The following historical concepts will be the focus in this learning sequence:

* **Continuity and change:** some things change over time and others remain the same, eg aspects in the local community that have either changed or remained the same; changes to the lives of Aboriginal peoples with the arrival of the First Fleet.
* **Cause and effect:** events, decisions or developments in the past that produce later actions, results or effects, eg how conditions and decisions in Britain resulted in the journey of the First Fleet; causes of change in the local area/state.

The following historical skills will be the focus in this learning sequence:

**Comprehension: chronology, terms and concepts**

* respond, read and write, to show understanding of historical matters
* sequence familiar people and events (ACHHS065, ACHHS081)
* use historical terms (ACHHS066, ACHHS082)

**Analysis and use of sources**

* locate relevant information from sources provided (ACHHS068, ACHHS084, ACHHS215, ACHHS216)

**Perspectives and interpretations**

* identify different points of view within an historical context (ACHHS069, ACHHS085)

**Empathetic understanding**

* explain how and why people in the past may have lived and behaved differently from today

**Research**

* pose a range of questions about the past (ACHHS067, ACHHS083)
* plan an historical inquiry

**Explanation and communication**

* develop texts, particularly narratives (ACHHS070, ACHHS086)
* use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS071, ACHHS087)

## Syllabus outcomes and content

**HT2-2** – describes and explains how significant individuals, groups and events contributed to changes in the local community over time

* Students identify one important example of change and one important example of continuity over time in the local community, region or state/territory

**HT2-5** – applies 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 – Change and continuity in our community

Students are learning to:

* describe and examine early transport in the local community and New South Wales
* use a range of sources to describe and explain how and why transport has changed or remained the same.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 1.1 | Provide students with photographs of transport in their local community and New South Wales in the early 1900’s (see sources 1-4).  What do they see, think and wonder about the photographs?  What is different and what is the same today?  Students then discuss transport that they can see in their local area.  •What mode of transport is being used in your local area?  •Would you travel short or long distances using this type of transport?  •Does this type of transport make access to places easier or faster than in the past? How? |  | **Student workbook**  **Source 1:** The family in a horse and buggy, Sydney, Australia circa 1880-1923  [Powerhouse Museum](https://collection.maas.museum/object/31990#&gid=1&pid=1). No known copyright restrictions  **Source 2:** Bus, Newcastle, circa 1912  [Newcastle Libraries on Flickr](https://www.flickr.com/photos/newcastlelibraries/4076461634/in/album-72157622840940288/). [Public domain](https://creativecommons.org/publicdomain/mark/1.0/)  **Source 3:** Vintage car, a Sir W G Armstrong Whitworth automobile, circa 1904  [Newcastle Libraries on Flickr](https://flic.kr/p/7e5z8i). [Public domain](https://creativecommons.org/publicdomain/mark/1.0/)  **Source 4:** Sydney tram on George Street, down from Grosvenor Street looking north, November 1931, Unknown photographer  [Historical photo sets on Flickr, State Library of NSW](https://www.flickr.com/photos/statelibraryofnsw/sets/?&page=1) |
| 1.2 | Using the **see-think-wonder prompts** generate a set of inquiry questions to find out more about transport in the local community and New South Wales.  Students decide if their area has changed or remained the same over time.  Sample questions:   * How did people travel around the local community in the past? * How did people travel around New South Wales in the past? * How do people travel in the local community now? * How do people travel around New South Wales now? * What forms of transport have changed or remained the same in the local community and New South Wales? |  | **Student workbook** |
| 1.3 | **Opportunity for monitoring student learning**  Students create a mind map or display of the information they have collected.  **What to look for**  **Can the student:**   * describe different types of transport * explain similarities and difference in transport in their local area * explain why transport has changed or remained the same over time |  | **Student workbook** |

## Lesson 2 – Early transport

Students are learning to:

* describe and examine early transport in the local community and New South Wales
* use a range of sources to describe and explain how and why transport has changed or remained the same.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 2.1 | 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.  Students complete table listing examples of primary and secondary sources.  Provide students with at least one primary source and at least one secondary source to support an inquiry to describe and explain how and why transport has changed or remained the same.  Some examples may include information, photographs or videos from the local or State Library of NSW, local council, historical society or National Museum of Australia. |  | **Student workbook** |
| 2.2 | Examples of **primary and secondary** resources that provide information about transport in New South Wales include:  [Historical photo sets on Flickr, State Library of NSW](https://www.flickr.com/photos/statelibraryofnsw/sets/?&page=1)  – This collection of albums on Flickr is from the State Library of NSW. It includes photographs of a variety of early transport including the horse and cart, horse drawn trams, early cars, boats and planes in a variety of places in New South Wales.  [Trove, The National Library of Australia](https://trove.nla.gov.au/picture/result?q=early+transport&l-availability=y&l-australian=y) – This website brings together content from libraries, museums, archives, repositories and other research. It includes photographs of early public transport around Australia.  [Historical photo sets on Flickr Newcastle Library](https://www.flickr.com/photos/newcastlelibraries/albums/72157622840940288/with/4086146939/) – This album on Flickr is from the Newcastle Library. It includes photographs of a variety of early transport including horse and double decker buses, bikes, cars, ferries, trams and early fire trucks in Newcastle NSW.  [Museum of Applied Arts and Sciences](https://collection.maas.museum/search?q=transport&terms%5b0%5d=Glass%20plate%20negatives) – This collection of photographs and negatives provides examples of trains, buses, trams and planes from around Australia and the world.  [ABC Education: Public Transport in Australia](https://education.abc.net.au/home#!/media/2521052/public-transport-in-australia) - this video highlights the variety of transport in Australia today.  [State Library of NSW](https://www.sl.nsw.gov.au/learning/people-and-places-connections-access-transport/accessing-places-today) – This website provides photographs of modern transport. |  | **Source 5:**  [Historical photo sets on Flickr, State Library of NSW](https://www.flickr.com/photos/statelibraryofnsw/sets/?&page=1)  **Source 6:**  [Trove, The National Library of Australia](https://trove.nla.gov.au/picture/result?q=early+transport&l-availability=y&l-australian=y)  **Source 7:**  [Historical photo sets on Flickr Newcastle Library](https://www.flickr.com/photos/newcastlelibraries/albums/72157622840940288/with/4086146939/)  **Source 8:**  [Museum of Applied Arts and Sciences](https://collection.maas.museum/search?q=transport&terms%5b0%5d=Glass%20plate%20negatives)  **Source 9:**  [ABC Education: Public Transport in Australia](https://education.abc.net.au/home#!/media/2521052/public-transport-in-australia)  **Source 10:**  [State Library of NSW](https://www.sl.nsw.gov.au/learning/people-and-places-connections-access-transport/accessing-places-today) |
| 2.3 | Students go for a walk around the local community to observe the transport used.  Before they go on the walk brainstorm what sort of transport they might see. On the walk students record the transport they observe by writing, drawing or taking photographs.  Students could create a mind map to record as many observations as they can about transport in the past and present.  Students use a Venn diagram to compare and contrast early transport to modern transport. What has changed and what has remained the same? |  |  |
| 2.4 | **Opportunity for monitoring student learning**  Students communicate what has changed or what has remained the same in transport in the local community. They use the information that they have collected from the variety of sources provided. Encourage students to use a range of communication methods to create and present their text including written, graphic and oral. Provide students with the option of using digital technology to create the text.  **What to look for in student work samples**   * comparison of transport modes * identify and describe transport modes * compare and contrast early and modern transport * identify what has changed and what has remained the same. |  |  |

**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?