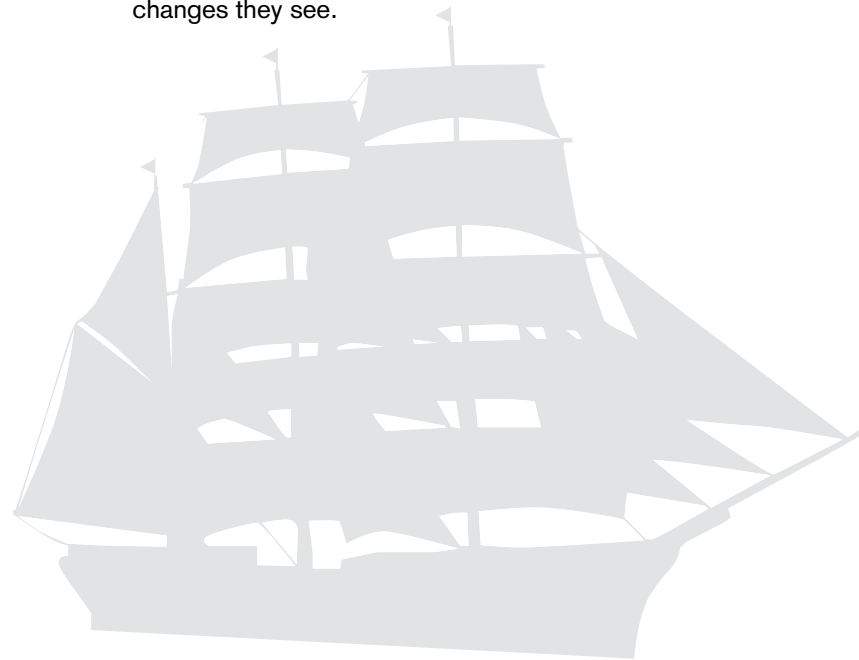


Create a museum display in the classroom

A classroom display can provide a stimulating way to teach about change and continuity. Writing equipment such as slate and lead pencils, nib and ink pens and biros can provide a sequence showing change over time. Laundry equipment such as wooden pegs, flat irons and washing boards are also readily available and easy to compare with modern equipment like plastic pegs and electric irons. A range of telephones or radio models can be obtained from family and friends or quite cheaply from op shops. These are practical ways to help students understand the impact of technology on people's lives. Students can create classroom museum displays and provide information about the changes they see.



Evaluate change

Older students can be encouraged to develop a deeper understanding of change by considering, within the context of their topic study, things such as the reasons for and pace of change. Change can take place gradually over a long period of time, or it can take place quite quickly, for example, as a result of an invention or discovery. Students can consider the importance of a change, either positive or negative, whether this led to progress or decline, and if the effects of the change were the same for everyone. This is particularly relevant to Year 2 students, who learn about the impact of technology on people's daily lives.

Types of history

3

Family history

The value of family history

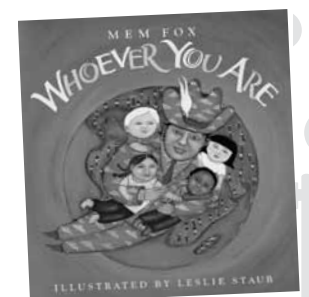
Studying personal and family history is a sound way to introduce younger students to history. Retelling family stories, discussing a valued family artefact, carefully examining an old family photograph and observing or listening to stories by grandparents do not rely on reading and writing skills. Beginning with the student's own lifespan and gradually moving to their family is a natural progression for this age group.

The main focus in the Foundation Year is to encourage an investigation of a student's own life, to identify broad stages in a person's life from childhood to mature age, and to examine their own and other's family structures. Students identify where they are placed in the family, relate various family stories, and identify several sources that would help answer the question 'How do we know?' about our own lives and that of our family. In Year 1, students compare family life in the past and present, noting similarities and differences between their own daily lives and those of their parents and grandparents. In Year 2, family stories about life in the past in their local area could also be used.

Before beginning a unit of work on family, it would be advisable to notify parents of the planned study. Some families may not wish their children to explore family history in detail. By keeping to a general approach, these issues may be avoided. It is not necessary to take the more traditional method of examining family history by using birth and marriage certificates and other family documents, so this should allay any concerns that some parents or carers may have.

How to begin

You may wish to begin with a family story of your own, perhaps using an artefact such as an old teddy bear that was important to you as a child. Another method is to read Mem Fox's book *Whoever You Are* (pictured) to the class. This is an excellent introduction to a discussion of the similarities and differences between people. Emphasis should be made on the fact that we are all individuals and are unique—you are you! Discussion and stories could then emphasise that families too are both similar and different—that some children live with one parent only, with grandparents, other family members or carers. Students could draw their family, showing their own place within the family structure.



Activities introducing historical concepts

- The concept of change over time may be introduced at this stage. Ask students to bring in a photograph of themselves as a baby and to relate a short story of something that happened when they were younger. Discussion could focus on how they have changed since babyhood.
- The concept of a sequence of time may be introduced using drawings of people at various stages of life, from babyhood to old age. Students place the images in order, from the youngest to the oldest. Students could construct a simple timeline of their own lives or use drawings to create a pictorial display with the title 'My story'.
- To introduce the concept of significance, ask students to bring in an artefact that they value and explain to the class why it is important to them. Their battered teddy may be a much loved object to them but of little value to anyone else.
- Comparing different family structures introduces the concepts of similarity and difference. Display students' drawings of their families and use class discussions to draw out similarities and differences in family size and makeup. Alternatively, display an artefact or photograph students have provided from

home with a brief explanation (written by you) of what it tells them about their family. A class display could be made of these items, emphasising similarities and differences.

- The question 'How do I know?' can be used to introduce the concept of sources. Photographs, toys and family stories are examples of sources of information about a child's early life.

Present and past family life

In Year 1, the emphasis is on how family life has changed or remained the same over time, and on the similarities and differences between students' daily lives and life during their parents' and grandparents' childhoods.

Using photographs

A close examination of an old family photograph can emphasise changes over time. How do the people in the photograph look different? Who can see any differences in clothing, hairstyles or background? Encourage students to be detectives and search for clues that the photograph is old. What clues can they find? This could lead to statements being made beginning with 'A long time ago...' or 'In the olden days...'



Examining old family photographs can highlight changes over time.

Local history

The value of local history

Local history is very relevant for younger students as it begins with their known world. It can be conducted mainly 'in the field', through observation and recording, which provides learning experiences outside the classroom. It is history 'unplugged', seen through students' own eyes rather than through a computer screen.

Related classroom activities involve handling artefacts, analysing old photographs, and listening to and valuing the memories and experiences of older people. It extends students' interest in and experience of their surroundings and helps them make sense of their world.

Local history provides excellent opportunities for developing important history skills:

- observing and recording the remains of the past
- questioning what these remains tell us about the past
- thinking about if and why they should be preserved
- drawing conclusions about the past from a range of sources.

Local history also provides an ideal context for teaching and learning about the concepts of change and continuity, and how life in the past was similar to or different from life in the present.

The scope of local history

The scope of local history can be broad or narrow and the range of possible topics is diverse. A local history study could focus on an investigation of the school, a monument, a building, a street or the whole town or suburb. It could be the study of a single event that was significant for the local area, such as the arrival of the railway, or it could trace a theme over time, such as the history of the environment, farming, the impact of technology or the contribution of migrants. A study of the more recent past could involve students conducting oral history

Compare photographs from the past and the present to illustrate similarities and differences in areas such as childhood, leisure time, family celebrations and communications. Again students could complete simple sentences with 'Now...' and 'In the past...'

Using artefacts

Toys from earlier times are a wonderful aid for leading students into an examination of childhood 'in the olden days' and helping them to distinguish between past and present. Many old toys can be purchased quite cheaply from jumble sales or op shops: spinning tops, old style dolls and teddies, tin soldiers, doll tea sets, rope quoits and wooden skittles. Students look closely at the toys, describe their features and explain how they think children played with them in the past. They then compare them with modern toys, perhaps their own favourite toys. This could lead to a discussion about how much play time children had in the past compared with today. How did children travel to school and did the journey take longer? What chores did children have to do and how long did they take? Were there 'boy' jobs and 'girl' jobs in household chores? Were children expected to be 'seen but not heard'?



Using guest speakers

Encourage students to talk to their parents and grandparents about their childhoods, the toys they had, the games they played and family outings or holidays that they enjoyed. This can be done informally or in a structured way with a small number of specific questions.

Alternatively, invite an older person to talk to the class. A grandmother's or grandfather's story of their life as a child or how they celebrated events can be a springboard for many subsequent activities. It is advisable to inform your guest speaker about the areas you would like them to touch on during their talk to the class.

interviews. Teachers should choose the most accessible and relevant areas for study, appropriate for the abilities and interests of the students. Through local history, teacher and students can discover the story of the local community. Local history can also be integrated with other subjects such as Geography and English.

Local history for Year 2

A study of the local area is a feature of the Year 2 History curriculum. This study will vary according to the location, whether it is an old town or a new suburb, in the city or country.

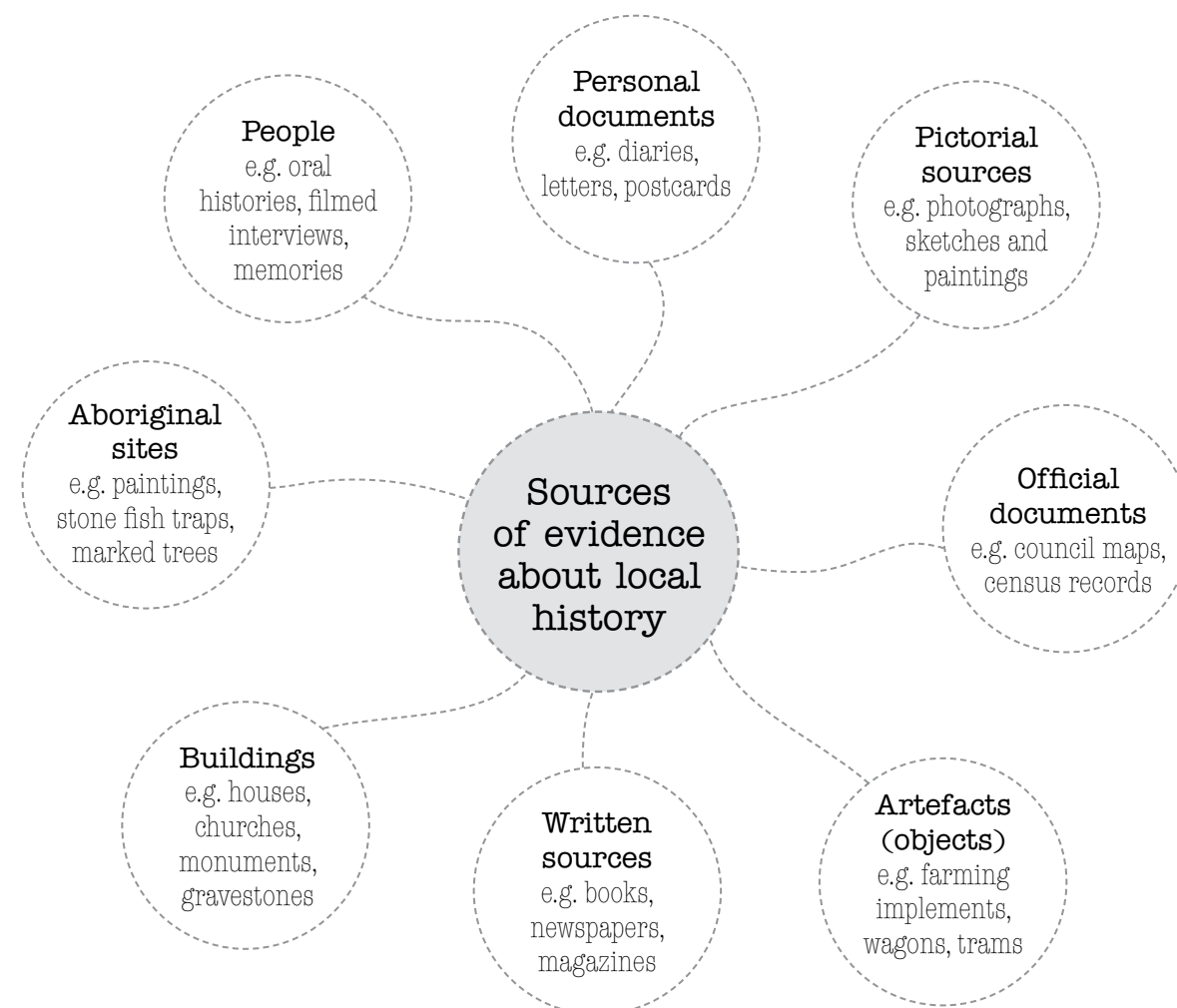
Each local area will offer something different. If your school is located in a new suburban development, you may wish to focus your study on an older area nearby.

However, you may still find evidence of the earlier history of the region through council records or local library archives. As local history is so

varied, it can be tailored to suit your class. There are many ways to introduce a study of the local area; it is yours to create.

Teacher planning

- Decide on the extent of your study. It might be appropriate to start small, with the school, a nearby street, the main street, a block or a suburb. Start with the known and easily seen. Walk around the area and identify where the most visible traces of the past remain. This could be the route of a future 'heritage' walk for the class. Take photographs to use later in class.
- Gain some background knowledge. Good sources of local history include the local library, council, historical society, local Aboriginal Land Council and perhaps older residents.
- Locate useful resources. Once you have an idea of the history of the local area, you can focus on more specific resources that

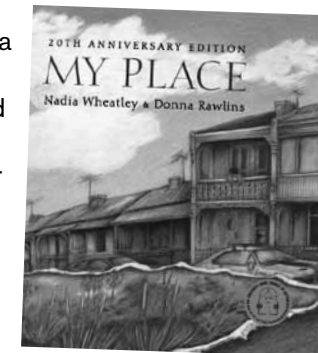


This mind map shows some useful sources of evidence about local history.

may be available, such as aerial maps, old street directories, council maps, land grant maps, old phone books, census data, old newspapers, postcards and photographs. Buildings can provide valuable information—for example, old houses, churches, museums and monuments. Private documents such as letters, diaries and journals may be held in the local library. There may be more resources for one particular time period and you may wish to focus on that era.

Begin in the classroom

- It is sound practice to begin with the known. Ask students to identify any visual clues about the past in the local area: What have you seen that is old in the area? Provide photographs of local historic buildings, monuments, or remains to encourage discussion.
- Read *My Place* (pictured) by Nadia Wheatley, which traces change and continuity over time in a particular house. This could lead to students investigating their own home with a sketch or plan of the house. They could inquire from family members how old the house is, who may have lived there before, and what was there before the house was built. It may be a follow-up from family history previously studied.
- Use an aerial map to identify physical features of the area or a large council street map to pinpoint the location of the school. Sequence maps to show changes to the area over time.
- Investigate place names and street names for clues to the early history of the area. They often preserve the names of early settlers, significant citizens, important local events or Aboriginal place names.



Beyond the classroom

- Take the class on a short 'heritage' walk, where they identify and sketch or photograph the oldest building or physical remains. Follow-up activities could include discussion of questions about why these older buildings/monuments have survived. What do they tell us about the past? Are they important? Should they be preserved?

- Focus on a particular local building, site or monument and ask students to question family members about why it is important and what it tells us of the past. Create a class mind map that documents why it is important.

Back in the classroom

- Create a 'then and now' comparison using old and current photographs of the main street. What still exists? What has been lost and why? What differences would we notice if we walked down the main street at the time of the old photograph? What would it have been like to live then?
- Invite guest speakers to share their knowledge and recollections of the local area. For example, a speaker from the local Aboriginal land council could tell stories about Aboriginal life before European settlement; a speaker from the local historical society could tell stories about early pioneer life; a grandparent could tell stories about changes they have seen in the area.
- Create a pictorial timeline in the classroom showing events or broad developments in sequence, not necessarily with dates.
- Present to the class a selection of artefacts relevant to various phases of local history. Students could be asked: 'What am I'? 'What clues do I provide about the history of our area'? Relevant artefacts could include early farming or mining tools, an old harness or bridle, pottery, a candle holder, a convict brick or any object not used today.

Use narrative

- Focus on an important local personality for further investigation. The teacher tells the personality's life story 'in character'. Students can question the teacher during or after the narrative.
- Set a writing exercise beginning with 'In our town a long time ago...' Use photographs of local historical buildings as a prompt.
- Conclude with a discussion focusing on 'How do we know about our past?' Students could record a list of possible sources or display a photographic or pictorial record.