Education & Communities

Public Schools NSW

History K-6

Historical concepts and skills

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Overview

Welcome to *Historical concepts and skills* resource.

This resource is designed to assist you to:

- implement the history strand of the Human Society and its Environment Key Learning Area using the Board of Studies NSW History K-6 Syllabus
- understand the difference between historical concepts and skills
- recognise the implications of the historical concepts and skills continuums in enhancing student achievement
- utilise the historical concepts and skills to provide quality teaching in Human Society and its Environment K-6 lessons for history to support students' engagement and understanding of the procedures, tools and methods of thinking which constitute the discipline of history.

Rationale

The history K-10 syllabus provides a description of historical concepts and skills for each stage of learning. This is collated into a continuum of learning.

This resource supports teachers to understand the increasing sophistication of historical concepts and skills and role its implementation has to achieve the outcomes of the history K-10 syllabus.

Summary

Overview	An overview of this capacity building resource.
Historical concepts	Examine the syllabus descriptions of historical concepts and consider the importance of the continuum of learning to the study of history.
Historical skills	Examine the development of the historical skills strand of the syllabus.
Historical concepts, skills and Quality Teaching	Explore how the Quality Teaching model supports the organisation and use of historical concepts and skills in the teaching of history K-6.
A stage 2 teaching and learning example	Examines the development of historical concepts and skills in a teaching and learning program using a Stage 2 topic example.
Professional reflection	Additional resources to support your knowledge about the use of historical concepts and skills in the primary classroom.

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Historical concepts

Why are historical concepts and skills important?

> Historical knowledge and understanding requires mastery of the procedures, tools and methods of thinking that constitutes the discipline of history. Shape of the Australian Curriculum: History (page 6)

History is a specific discipline with its own methods and procedures. It is much more than the simple presentation of facts and dates from the past. History provides the concepts and skills for students to answer the question, 'How do we know?' Teachers need to apply the concepts and skills described in the syllabus to develop the lessons which support the syllabus outcomes using the content described in the syllabus.

In the teaching of history there should not be an artificial separation of content and process or a focus on historical method at the expense of historical knowledge. Concepts and skills support the development of historical understandings that enable students to make sense of the past and support them to think 'historically'.

What are historical concepts?

The Board of Studies NSW History K-10 Syllabus describes 5 specific key historical concepts K-10: change and continuity, cause and effect, perspectives, empathetic understanding and significance. The more difficult concept: contestability, is added for stages 3, 4 and 5. These key historical concepts are developed across a continuum of learning K-10.

The continuum of concepts in the history K-10 syllabus supports teachers to differentiate student learning in history, by referring to the description of each concept for higher or lower stages of learning to meet the learning needs of specific students.

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The following explanations of the key historical concepts enhance understanding and include some classroom examples.

Read section 5.2 on page 6 *The Shape of the Australian Curriculum: History.* This section provides a description of historical concepts.

Watch the video of Dr Kay Carroll explaining the historical concepts for K-6 included in the History K-10 syllabus. The transcript is also provided.

Explore the history concepts continuum; select at least one of the sequencing activities.

Continuity and change	Cause and effect	Perspectives	Empathetic understanding	Significance

Historical concepts in practice

The activities are designed to engage you in clarifying your own understanding of the key historical concepts, and to enhance the application of these concepts with your students.

Watch the RINSO soap powder commercial *Then came happiness (1931)* from Australia Screen.

Use the recording sheet to examine and annotate how the historical concepts described in the syllabus are portrayed in the RINSO advertisement.

(Copied under PtVB)

Historical concepts in context

View the *Rinso Soap Powder: Then came happiness (1931).* Consider the way the historical concepts are portrayed in this historical source. Record the context for considering each of the historical concepts below.

Historical concepts	Description	Context example
Continuity and change	Some things change over time and others remain the same.	
Cause and consequence	Events, decisions or developments in the past produce later actions, results or effects	
Perspectives	People from the past have different views and experiences	
Empathy	Developing an understanding of another's views, life and decisions made	
Significance	Importance of an event, development, individual or group.	

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Contestability

The syllabus introduces contestability in Stage 3. Contestability is about debating how we represent the past. History, by its nature, is open-ended, as historical explanations are provisional and often debatable. Involving students in debate is important in refining moral judgement as they come to terms with multiple perspectives, assess the trustworthiness of these perspectives and provide informed accounts of the past based on evidence. Contestability provides a context for drawing students into enjoying history and is a key component in developing deeper historical understanding.

Refer back to the advertisement to examine the concept of contestability. In the advertisement, what aspects of the characters are accurate portrayals of family life in 1931; how do you know? The education notes for this clip provide some additional insight.

Transcript: Dr Kay Carroll – Historical concepts

The historical concepts described in the new syllabus are predominantly some that we've done in the past in terms of the primary teaching. The major one I think is the change in continuity. And we're all very familiar with that but that's really, really important in terms of history. What has actually changed? And why has it changed? And that's really powerful. What are some of the forces that have changed? And how has it remained the same over time? And why might that be significant or important? And that leads into another sort of concept, we're talking about here is causation and comprehending both short and long term causes, the effects and thinking about the multiple causes that can create a particular situation. We're also talking here about the use of empathy. That's a really important one for the new syllabus. And that literally means walking in the shoes of somebody else. And I think that's a very powerful question that students need to grapple with. Well, why did this happen? And why didn't they choose to do this? And why didn't they respond in this way? And until they have a really good, textured understanding of a particular context and what was happening at the time and the social fabric, they're not often able to answer those sorts of questions.

So, dealing with empathy is another important concept that the new syllabus brings to us. And so these are the areas that I guess are really important. And the last one is significance. So, what does this tell us? Why is it important and to what extent? And children from very early stages can grapple over time with these big concepts of history and they're really important and the foundation starts in the new syllabus from early Stage 1 and grows over time in a developmental model all the way through to Stage 3.

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Examine the K-10 history concepts continuum in full, or reference on Page 20 of the Board of Studies NSW History K-6 Syllabus. Evaluate how the descriptions can enhance learning about history for your students.

Reference the HTAA web site to explore how the key historical concepts can be applied to different stages of learning.

Concepts in practice – primary

Examine the 'ideas in a nutshell' provided for each concept across the primary years. Consider how you would address the key historical concepts with your students.

The impact of students' prior experiences

Young Australians come to school from different backgrounds that are shaped by different family and community narratives. These influences continue to operate as they progress through school. (Shape of the Australian Curriculum: History, page 4)

Access *Making History: A guide for the teaching and learning of history in Australian schools* (2003) by Tony Taylor and Carmel Young.

Read Pages 13 and 14 from this document about *Children's ability to learn history*.

Discuss or reflect upon:

- Why are historical concepts important for students K-6?
- How do historical concepts support students' deep understanding of history?
- What teaching and learning opportunities ensure student engagement with historical concepts?

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Why do you need to develop historical skills with students?

Historical skills are integral to the discipline of history. Historical skills are required to engage in historical inquiry.

What are historical skills?

The historical skills of comprehension, chronology, terms and concepts; analysis and use of sources; perspectives and interpretations; empathetic interpretation, research and explanation and communication are described for each stage of learning in the history K-10 syllabus.

> *History is a disciplined process of inquiry into the past that helps to explain how people, events and forces from the past have shaped our world*.
> (from the Board of Studies NSW *History K-10 Syllabus* Rationale)
>
> *To acquire a knowledge and understanding of history, skills associated with the identification, comprehension and interpretation of sources, use of chronology, and research and communication need to be developed. Historical skills are developed through a process of historical inquiry.*
> (*Shape of the Australian Curriculum: History* page 7)

These key skills enable students to engage with history and to explore, discover, inquire and most importantly to 'experience' history.

Skills in history are to be taught using the content described in the syllabus for each stage of learning.

View Dr Kay Carroll's explanation of the historical skills in the History K-10 Syllabus. The transcript is also provided.

Read about the Historical Skills and their application in practice for primary schools.

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Explore the continuum of skills in history by selecting at least one of the sequencing activities below. You need to click and drag correct responses.

- Comprehension: chronology, terms and concepts
- Analysis and use of sources
- Perspectives and interpretations
- Empathetic understanding
- Historical research
- Explanation and communication

Examine the K-10 history skills continuum for the primary stages of learning or reference on Page 21 of the Board of Studies NSW *History K-6 Syllabus*.

Evaluate how the skills descriptions can enhance learning about history for your students.

Skills in practice – primary

Examine the 'ideas in a nutshell' provided for each skill across the primary years.

Consider how you would improve your students' use of historical skills.

(Copied under PtVB)

View the video clip: The mad minute – the Boffin, the Builder and the Bombardier. (10:01)

Use the recording sheet *Historical skills evident in the video* to analyse how the three characters use historical skills. Record your responses and then compare with the notes provided.

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Transcript: Dr Kay Carroll – Historical skills

We have historical concepts which are overarching important concepts that are taught throughout the Stages 1, 2 and 3. But, in order to I guess allow students to see those concepts and how they fit together we need to actually be teaching historical skills. And these skills enable the students to engage with history, to manipulate, to look at things, to experience history. And the main historical skills that students will be grappling with, is the comprehension of sources, understanding I guess what makes a primary or a secondary source. Thinking about issues to do with sources such as bias or limitations or where there may be gaps or omissions; thinking about the perspectives. Perspectives is a really important historical skill to understand that there could be different perspectives, different conclusions. And when we see that in history we get the real richness of history and understand it that it's not just about one particular person's experience, it's multiple experiences and we're all a part of that. In terms of the other skills that history, the new syllabus in history will bring to us are to do with communication. And in particular the language of history using historical terms and concepts. And part of that is understanding there are particular names or ways that we might frame time or a context or a society or when we talk about particular individuals in history. We often use some of that language already. We might talk about the Gold Rush era and we can start to unpack that with more historical terms thinking about some of the things that were happening out on the diggings for example. So, putting those historical terms and concepts is another important part of the historical skills that students will need to engage with.

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Historical skills evident in: The mad minute – the Boffin, the Builder and the Bombardier

Historical skills	Examples
Comprehension, chronology, terms and concepts	
Analysis and use of sources	
Perspectives and interpretations	
Empathetic understanding	
Research	
Explanation and communication	

See below for a brief description of the skills evident in this video clip.

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Historical skills evident in *The mad minute – the Boffin, the Builder and the Bombardier*

Historical skills	Examples
Comprehension, chronology, terms and concepts	Locates the events in context, explains the timeframe, uses and explains terminology related to the events including 'the mad minute'. The explanation of the term 'doing a wallingford'. Clear chronology of events locates Lord Robert's statement in 1905 that the next war would be with Germany. A description of war with Europe from the 1870s to 1945 is also provided.
Analysis and use of sources	Uses a variety of sources, both primary and secondary, many from the Hythe School of Musketry in England, to answer a historical question. Uses information from British efforts in the Boer War. No primary source on the Snoxhall 'record' for the mad minute. Soldiers name not found on any census when a triangulation of sources was undertaken. Records available to verify the 37 shot record by training officer Wallingford.
Perspectives and interpretations	British perspective that they were 'out shot' in the Boer War. German perspective that they were facing machine guns. The German interpretation on what caused the devastation.
Empathetic understanding	The consequences of the 'mad minute' and concern for the killed and wounded.
Research	Asks the historical question: Was what happened in the early months of the war a success of British training or a failure of German tactics? Historical research found: • 1892 treaty between Russia and France that hemmed Germany in. • Lord Robert's statements about the next war. • Finding out about the record number of shots in one minute.
Explanation and communication	The discussion on the chronology of the war events 1870s to 1945. Discussion on the response to the research question. Revision of initial response from new evidence regarding the 'record' of number of shots in a minute. An explanation of the term 'a wallingford' based on sources.

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Quality Teaching

Historical concepts and skills provide the teaching and learning context to engage powerfully with elements of quality teaching. By the strategic teaching of historical concepts and skills, teachers will engage students in key elements of the Quality Teaching Model:

- Intellectual quality
- Quality learning environment
- Significance.

The following quality teaching questions can be applied to teaching historical concepts and skills to support students' knowledge and understanding of history:

- What do you want the students to learn about history?
- Why does the learning of this history matter?
- What are you going to get the students to do to demonstrate historical understandings?
- How well do you want them to know and understand history?

Let's look at:

Intellectual quality: refers to the pedagogy focusing on producing deep understanding of important, substantive concepts, skills and ideas.

Significance: refers to pedagogy that helps make learning more relevant to students.

Task:

Use the *Quality Teaching in history K-6* worksheet to record responses related to Intellectual quality and Significance.

Task:

- Identify and describe the pedagogy that is needed to support this student to engage with the source materials you can see in the photo, to work towards achieving the outcomes
- Reference the concepts and skills continuums to assist in examining the Quality Teaching elements
- Align the key historical concepts and skills to the related Quality Teaching element with reference to the image to examine elements of Quality Teaching to enhance student achievement in history
- Develop further for the stage you are most familiar with teaching.

This table has been partly completed to assist you to cross reference the historical concepts and skills with the elements of Quality Teaching.

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Quality teaching in history K-6

Complete the tables below to explore the relationship between the historical concepts and skills with the Quality Teaching model.

Intellectual quality analysis

Quality teaching element	Quality teaching description of element	Concept or skill examples for Stage 1	Concept or skill examples for another stage
Deep knowledge	Knowledge is deep because focus is on sustained key ideas or concepts throughout the lesson.	Historical skill: *Analysis and use of sources* Explores a range of sources of personal and cultural significance.	Historical concept: *Change and continuity* Language itself has a history and experiences change and continuity over time.
Deep understanding	Students demonstrate deep understanding throughout the lesson.	Historical skill: *Chronology* Understanding chronology is dependent on the use of appropriate metalanguage to describe events in time.	
Problematic knowledge	Knowledge is seen as socially constructed, with multiple and/or conflicting interpretations presented and explored to an extent that a judgement is made about the appropriateness of an interpretation in a given context.		
Higher-order thinking	All students, almost all of the time, demonstrate higher-order thinking.		
Metalanguage	High use of metalanguage. The lesson proceeds with frequent commentary on language use.	Historical skill: *Comprehension, chronology, terms and concepts* Students need support to understand periods of the past and the range of words that are used to describe them e.g. 'long ago' and 'in olden times' describes the past; 'generations' and	Historical skill: *Comprehension, chronology, terms and concepts* Including: • Historical terms e.g. uprising, rebellion, squattocracy, heritage, significance. • Archaic and outmoded language e.g. words for measurement such as mile,

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Intellectual quality analysis			
		'decades' describe time spans.	yard, shillings and pence. • Archaic prose e.g. the journal of Sir Joseph Banks. Many students will need assistance when engaging with the language of history.
Substantive communication	Substantive communication, with sustained interactions, occurs throughout the lesson, with teachers and/or student scaffolding the communication.		

Significance analysis			
Quality teaching element	**Quality teaching description**	**Historical skill or concept examples for Stage 1**	**Historical skill or concept examples or another stage**
Background knowledge	Students background knowledge is consistently incorporated into the lesson, and there is substantial connection to out-of-school background knowledge.	Historical skill: *Research* Poses questions about the sources with reference to their personal and cultural significance.	
Cultural knowledge	Substantial cultural knowledge is recognised and valued throughout the lesson and this knowledge is accepted as equal to the dominant culture.		Historical concept: *Perspectives* Students own cultural backgrounds are a significant factor in their interpretation of different points of view of the past in the present.
Knowledge integration	Meaningful connections are regularly made between topics or subject areas by the teacher and/or the students during the lesson.	Historical concept: *Cause and effect* Identifies and describes some reasons for changes in people's lives over time due to the impact of technology. Historical skill: *Analysis and use of sources* Identifies and compares sources from the past and the present.	

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Intellectual quality analysis			
Inclusivity	Students from all groups are included in all aspects of the lesson and their inclusion is both significant and equivalent to the inclusion of students from other social groups.		
Connectedness	Students recognise and explore connections between classroom knowledge and situations outside the classroom in ways that create personal meaning and highlight the significance of the knowledge. This meaning and significance is strong enough to lead students to become involved in an effort to influence an audience beyond the classroom.	Historical skill: *Empathetic understanding* Interrogates the sources for evidence that people lived differently in the past.	
Narrative	Narrative is used throughout the lesson to enhance the significance of the substance of the lesson.	Historical skill: *Explanation and communication* Teachers develop an historical narrative for students about life in the past. Students are supported to develop an historical narrative as a result of engaging with a variety of primary and secondary sources.	

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The history syllabus in practice

Stage 1 student engaging in historical sources © Image supplied by Troy Neale

This image is of a Year 1 student engaging with a range of primary sources which provide learning opportunities towards achieving these syllabus outcomes, and the content described in the syllabus below:

- communicates an understanding of change and continuity in family life using appropriate historical terms HT1-1
- describes the effects of changing technology on people's lives over time HT1-3
- demonstrates skills of historical inquiry and communication HT1-4.

Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods, including family traditions, leisure time and communications (ACHHK030)

Students:

- represent graphically the structure of their immediate family
- compare and contrast their immediate family with earlier families through photographs and other sources, discussing similarities and differences
- investigate the roles of present family members and compare with the roles of earlier generations using a range of sources
- discuss similarities and differences from generation to generation, e.g. family celebrations and traditions, leisure activities and changes in technology/communications over time through a range of sources
- compare and contrast daily life with that of parents and grandparents at the same age through stories or photographs and pose questions to ask parents/grandparents.

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Stage 2 description of learning

Explore the sample Stage 2 description of learning on the syllabus topic Community and Remembrance. Examine how the historical concepts and skills are supported by a variety of teaching strategies.

What aspects of this learning do you need to adapt to enhance the learning outcomes for your students, with reference to the historical concepts, skills and the Quality Teaching model?

Community and remembrance

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 and diversity of their community. They examine local, state and national symbols and emblems of significance, and celebrations and commemorations, locally and in other places around the world.

The following historical concepts are to be taught throughout Stage 2:

Continuity and change: some things change over time and others remain the same, e.g. 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, e.g. how conditions and decisions in Britain resulted in the journey of the First Fleet; causes of change in the local area/state.

Perspectives: people from the past will have different views and experiences, e.g. views on the arrival of the British in Australia from a British and an Aboriginal point of view.

Empathetic understanding: developing an understanding of another's views, life and decisions made, e.g. developing an understanding of the life and attitudes of an early colonist or convict.

Significance: importance of an event, development or individual/group, e.g. the significance or importance of national days/holidays; the significance of the contributions of an early settler.

The following historical skills are to be taught throughout Stage 2:

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)

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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)

Outcomes

A student:

- identifies celebrations and commemorations of significance in Australia and the world HT2-1
- describes and explains how significant individuals, groups and events contributed to changes in the local community over time HT2-2
- applies skills of historical inquiry and communication HT2-5

Key inquiry questions:

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

The example outlined below provides a model that can be adapted to variety of content organisers, around aspects of daily life, work, education, transport or entertainment to reflect the schools location and links with the local and wider community to support student engagement.

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Syllabus content	Teaching and learning ideas
Outcomes ➢ describes and explains how significant individuals, groups and events contributed to changes in the local community over time HT2-2 ➢ applies skills of historical inquiry and communication HT2-5 **Content** ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory (ACHHK061) **Students:** using a range of sources, describe and explain how and why ONE area, e.g. transport, work, education, entertainment and daily life, has changed or ONE that has remained the same in the local area, region or state/territory since colonial times **Historical concepts** **Continuity and change:** How has daily life changed over time? What aspects of daily life	**Key inquiry questions** • **How has our community changed?** • **What features have been lost and what features have been retained?** Determine students' prior knowledge and understanding of the syllabus content descriptions, concepts and skills for this component of the syllabus. Use the concepts and skills continuums of learning to plot where students are at. Identify a range of features, places or lifestyle components, with relevance to the local area, which have changed or remained the same, over time. Use these examples to explore the concepts of change and continuity; and cause and effect, over time, highlighting the use of relevant historical terms. Select one example as a focus for change, and one as a focus of continuity. There may be aspects of the change and continuity in both examples to a greater or lesser degree, such as transport, work, entertainment or daily life since colonial times. **Example: Going to the beach, changes and continuity over time** Initial investigation – what do students already know about the history of the 'Australian beach going culture' e.g. KPL, brainstorm, an annotated illustration. This initial investigation provides the context for determining the purpose of learning and describing learning targets for all students.

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Syllabus content	Teaching and learning ideas
in the past are consistent with today? What sort of rhythm did daily life have in different era's? Is this similar or different to today? **Cause and effect:** What changes in technology, transport, work, education have affected the way people interact with each other? What were the causes of the change? **Perspectives:** What would it have been like to wear the clothing of different eras? What sort of food was available in different eras? What impact did the sourcing of food, storage, cooking and serving of food have on daily life in different eras? What was daily life like for men, women and children in different eras? **Empathetic understanding:** What would the life of a child been like in different families in one of the identified time frames? How would aspects of a child's life in a selected era have been similar or different to today? **Significance:** What is the importance of	Beginning the investigation with an Aboriginal and Torres Strait Islander people's perspective supports the concepts of change and continuity, perspectives and contestability. This starting point also supports students to link to prior learning from Stage 2 history. This starting point allows for the examination of the contributed of significant individuals, groups and events to changes in the local community over time. Use a range of research questions to guide the historical inquiry, such as: • What was the significance of the sea to Aboriginal and Torres Strait Islander people in the area? • How did they interact with the beach and ocean? • What foods were sourced from the beach, ocean and adjacent areas? How do we know? • What tools and artefacts are used for food gathering in the beach area? • What was the impact of the different seasons? • How did the Aboriginal and Torres Strait Islander peoples identify the seasons and what was the significance of the different seasons on their lifestyle? • Are there any significant Aboriginal sites there? Consider using a chronological approach which follows on from this initial investigation. This strategy supports the concepts of continuity and change, cause and effect, perspectives and empathetic understanding.

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Syllabus content	Teaching and learning ideas
the identified event or action, for the local and wider community? Are there other events that are more (or less) important? What information is there that indicates the importance of this event / action? **Historical skills** **Comprehension: chronology, terms and concepts:** Develop students understanding of the time frames being studied Use historical language carefully to ensure that student can comprehend the terms and concepts in context. Develop a glossary or word bank for reference which could include era, decade, century Use a timeline to sequence the learning about different eras. **Analysis and use of sources:** Use sources that are engaging and interesting, include appropriate primary sources that enhance student understanding. Locate the different sources with the context of the developing historical narrative. **Perspectives and interpretations:**	Use a range of primary and secondary source materials relevant to the different eras. Some sample sources have been included. Support student learning with a range of effective classroom discussions, activities and tasks to engage with sources and evidence. Explore the detail about change over time supporting historical concepts of perspectives through the skills of analysis and use of sources to identify perspectives and interpretations to develop student's empathetic understanding of aspects of Australian culture, in the past. **Teaching strategies that support students' engagement with historical inquiry for this syllabus aspect include** • strategic questions to guide discussion of information examined, with reference to specific historical terms • excursions / direct experience / observation of selected sites • group work with selected historical sources relevant to the inquiry questions • guest speaker or visitors to talk to students, including oral history, to explore stories of the past • interviews, where students plan and conduct interviews of family members • photographs, archival film and artefacts that are used as stimulus to explore aspects of the historical inquiry • timelines that allow information, including photographs, to be sequenced that enhances students understanding of

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Syllabus content	Teaching and learning ideas
Use a range of literacy skills to interrogate the sources, such as who is the audience, who is this information intended to be used by, is it primary or secondary, and how do you know, what other information is now needed to make sense of the era(s). **Empathetic understanding:** Based on the information across a range of sources explain why people in the past lived and behaved differently (or still the same) as today. **Research:** Identify sources, develop a plan to undertake the inquiry around the inquiry questions, cull unnecessary sources and identify source gaps to complete the research. **Explanation and communication:** Develop the historical narrative, orally at first, then determine the strategies students will use to convey their understandings of the historical inquiry.	change over time • open-ended stories that are used to explore 'what if' scenarios based on the sources and evidence students have engaged with. **Assessment for, as and of learning** The syllabus outcomes are the statements of intended learning providing descriptions of standards against which decisions are made about students' learning. Use a variety of assessment strategies including teacher observations, a range of peer and self assessment and collaborative activities as processes for collecting and interpreting information about students' learning. A range of assessment strategies supporting the historical skills descriptions for explanation and communication. These can include: • strategic (oral) questioning to determine understanding • discussions, debate and role play • media presentations e.g. new bulletin, podcast, video with commentary • blog comments • storyboard reports • poster or presentation • diary or learning journal • student self-reflection and evaluations • planning a historical inquiry • a variety of written responses • use of historical terms.

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Syllabus content	Teaching and learning ideas

The key inquiry questions provide a focus; however use specific inquiry questions to support your students' engagement with their own historical inquiry, which reference the concepts and skills to support students' knowledge and understanding as they progress towards achieving the syllabus outcomes.

Sources

The following sources are examples of evidence that can be analysed to support the historical inquiry.

Use the links in HSIE K-6 Pinterest

Search Trove (National Library of Australia) using key words, such as local place names, family names, events and dates to identify source material that can be used by students

Search the 'tag cloud' of key words from Screen Australia to identify time audio visual resources that are relevant to the inquiry. The tag cloud also includes decades, as a way of identifying audio visual resources related to a specific time.

Background information for teachers on the history of beach going and swimming in Australia

http://australia.gov.au/about-australia/australian-story/australias-modern-swimmers

http://australia.gov.au/about-australia/australian-story/beach

http://hosting.collectionsaustralia.net/stories/tales/beach.html

Explore some audio visual sources, suitable for use with students related to Beach, entertainment and daily life organized in reverse chronological order.

http://www.youtube.com/watch?v=VPHCSE1ZI_8

http://www.youtube.com/watch?v=FW8TuBq2jdY

http://www.youtube.com/watch?v=QcIOX_eo7VU

http://aso.gov.au/titles/home-movies/clarke-sydney-diary/clip1/

http://aso.gov.au/titles/sponsored-films/a-day-at-the-beach/clip1/

http://aso.gov.au/titles/home-movies/holmes-locals-cool-off/clip1/

http://aso.gov.au/titles/home-movies/farey-sydney-harbour-bridge/clip6/

http://aso.gov.au/titles/historical/sorrento/clip2/

http://aso.gov.au/titles/newsreels/australasian-gazette-sun/clip1/

http://aso.gov.au/titles/historical/living-hawthorn/clip1/

http://aso.gov.au/titles/home-movies/higgins-family-scenes/clip1/

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Professional reflection

Throughout this resource, you have looked at:

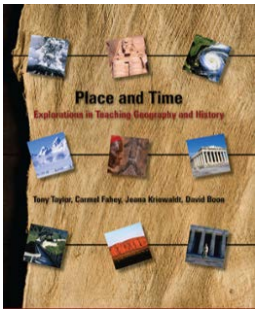
- developing a common understanding and metalanguage for the historical inquiry process
- identifying the importance of key inquiry questions
- constructing an historical inquiry in the primary classroom
- becoming familiar with teaching ideas which support historical inquiry.

Reflecting on historical inquiry

Historical inquiry is an active process which enables students to question, analyse, interpret, explain and communicate their understanding of the past. Exposure to valid interpretations and perspectives using sound evidence gathered from primary and secondary sources enhances the investigative process.

Additional resources

Work towards developing students' understanding of the historical inquiry process using a number of useful links below to help you get started:

Further reading	Description
	Historical literacy – Tony Taylor & Carmel Young, 'Index of Historical Literacy'.
	Making history: a guide for Teaching and Learning of History in Australian Schools – Tony Taylor & Carmel Young
	 Relevant chapters from *Place and Time: Explorations in Teaching History and Geography* – Taylor, Fahey, Kriewaldt and Boon, (2012) Pearson. (Copied under PtVB)

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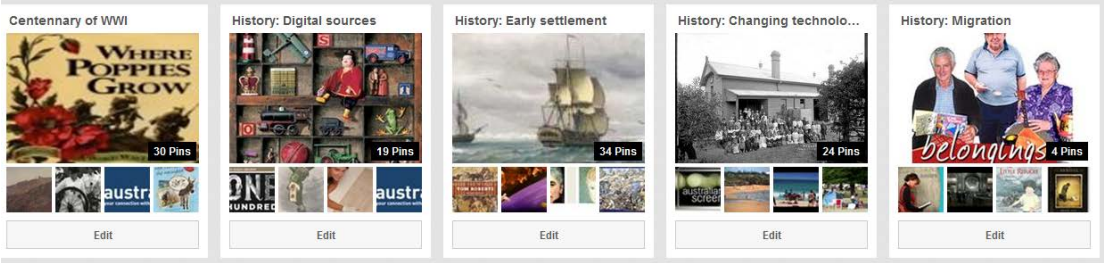
Additional resources	Description



NSW Human Society and its Environment K-6 Pinterest

A curated selection of online source materials using the organising ideas from both the Human Society and Its Environment K-6 Syllabus (1998) and the History K-6 Syllabus (2012).

History Teachers' Association of Australia

A British web site by Ian Dawson, a leading UK pre service educator specialising in training teachers in history teaching methodology.

(Copied under PtVB)

Facing History and Ourselves

(Copied under PtVB)

HSIE K-6: ideas, teaching strategies and resources blog

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