

[Type text] Hagley Farm Environment Centre - National History Curriculum

	<u>Knowledge &amp; Understanding</u>	<u>Skills</u>	<u>Achievement Standards</u>
<b>G R A D E 1</b>	Differences in family structures and roles today, and how these have changed or remained the same over time. How the present, past and future are signified by terms indicating time such as 'a long time ago', 'then and now', 'now and then', 'old and new'. Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods.	*Sequence familiar objects and events *Distinguish between the past, present and future *Identify and compare features of objects from the past and present	By the end of Year 1, students explain how some aspects of daily life have changed over recent time while others have remained the same. Students sequence events in order, using everyday terms about the passing of time.
<b>G R A D E 2</b>	History of a significant building and what it reveals about the past. The impact of changing technology on people's lives (at home and in the ways they worked, travelled, communicated, and played in the past)	*Sequence familiar objects and events *Distinguish between the past, present and future *Identify and compare features of objects from the past and present	By the end of Year 2, students analyse aspects of daily life to identify how some have changed while others remained the same. Students sequence events in order, using a range of terms related to time.
	<u>Activity</u>	<u>Investigation</u>	<u>Follow-up</u>
<b>G R A D E S  1 &amp; 2</b>	<ul style="list-style-type: none"> <li>Cottage Industries</li> <li>Activity Museum</li> <li>Olde Classroom</li> <li>Machinery Museum</li> </ul>	<p>Use and discuss a variety of household implements using terms: old/new, olden days, then and now. Order objects and discuss how and why they have changed over time.</p> <p>Investigate differences and similarities between the school life of parents/grandparents and the present day.</p> <p>Explore the impact of changing technology on transport and working lives.</p>	<p>Have children bring 'old' items. Identify their modern equivalent. Place pictures of objects in order from oldest to newest.</p> <p>Hold a Grandparents day. Have children pose questions to ask concerning Grandparents experiences of school. Compare games played 'then' and 'now'.</p> <p>Compare how jobs in e.g. transportation, farming, sharing information etc have changed over time.</p>

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	<u>Knowledge &amp; Understanding</u>	<u>Skills</u>	<u>Achievement Standards</u>
<b>G R A D E 3</b>	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.	<ul style="list-style-type: none"> <li>*Sequence historical people and events</li> <li>*Use historical terms</li> <li>*Pose a range of questions about the past</li> <li>*Locate relevant information from sources provided</li> <li>*Develop texts, particularly narratives</li> <li>*Use a range of communication forms (oral, graphic, written) and digital technologies</li> </ul>	By the end of Year 3, students explain how communities changed in the past. They describe the experiences of an individual or group. They identify events and aspects of the past that have significance in the present.
<b>G R A D E 4</b>	Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival.	<ul style="list-style-type: none"> <li>*Sequence historical people and events</li> <li>*Use historical terms</li> <li>*Pose a range of questions about the past</li> <li>*Locate relevant information from sources provided</li> <li>*Develop texts, particularly narratives</li> <li>*Use a range of communication forms (oral, graphic, written) and digital technologies</li> </ul>	By the end of Year 4, students explain how and why life changed in the past, and identify aspects of the past that remained the same. They describe the experiences of an individual or group over time. They recognise the significance of events in bringing about change.
	<u>Activity</u>	<u>Investigation</u>	<u>Follow-up</u>
<b>G R A D E S  3 &amp; 4</b>	<ul style="list-style-type: none"> <li>• Cottage Industries</li> <li>• Activity Museum</li>   <li>• Olde Classroom</li>   <li>• Machinery Museum</li> </ul>	<p>Explore how domestic life has changed. Discover how household chores were once done and discuss the impact of electricity on everyday life.</p> <p>Investigate the development of schooling in the Hagley district. Experience school life as it would have been in the 1860's. Discuss differences to schooling today.</p> <p>Explore the changes in rural life since the 1800's. Identify historical farm implements.</p>	<p>Place pictures of domestic items e.g. irons, lights into chronological order. Use photographs taken of objects in this museum to pose and research questions related to these implements and those currently used to perform the same tasks. Investigate how and why these changes occurred.</p> <p>Investigate the history of your own school. Create a school timetable including: cleaning chores, gardening, assembling etc. Write a 'diary entry' for a school day. Use photographs taken of objects in this museum to pose and research questions related to implements currently used to perform the same tasks.</p>

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	<b>Knowledge &amp; Understanding</b>	<b>Skills</b>	<b>Achievement Standards</b>
<b>G R A D E 5</b>	The role that a significant individual or group played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander peoples.	<ul style="list-style-type: none"> <li>*Sequence historical people and events</li> <li>*Use historical terms and concepts</li> <li>*Identify questions to inform an historical inquiry</li> <li>*Identify and locate a range of relevant sources</li> <li>*Develop texts, particularly narratives and descriptions, which incorporate source materials</li> <li>*Use a range of communication forms (oral, graphic, written) and digital technologies</li> </ul>	By the end of Year 5, students identify the causes and effects of change on particular communities, and describe aspects of the past that remained the same. They describe the different experiences of people in the past. They describe the significance of people and events in bringing about change.
<b>G R A D E 6</b>	The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport.	<ul style="list-style-type: none"> <li>*Sequence historical people and events</li> <li>*Use historical terms and concepts</li> <li>*Identify questions to inform an historical inquiry</li> <li>*Identify and locate a range of relevant sources</li> <li>*Identify points of view in the past and present</li> <li>*Develop texts, particularly narratives and descriptions, which incorporate source materials</li> <li>*Use a range of communication forms (oral, graphic, written) and digital technologies</li> </ul>	By the end of Year 6, students identify change and continuity and describe the causes and effects of change on society. They compare the different experiences of people in the past. They explain the significance of an individual and group.
	<b><u>Activity</u></b>	<b><u>Investigation</u></b>	<b><u>Follow-up</u></b>
<b>G R A D E S  5 &amp; 6</b>	<ul style="list-style-type: none"> <li>• Olde Classroom</li> <li>• St Mary's Church</li> <li>• Cottage Industries</li> <li>• Activity Museum</li> <li>• Machinery Museum</li> </ul>	<p>Investigate the arrival of the Dry family to Tasmania. Discuss the beginnings of the first school (Held in the local church) and the reasons for, and process of building the first dedicated Hagley School. Discuss the influence of the Dry family on this process.</p> <p>Explore the involvement of the Dry family in the building of St Mary's Church.</p> <p>Document the history of some local families by locating recorded information on head stones in the St Mary's Cemetery.</p>	<p>Research and document the life of Sir Richard Dry the first Tasmanian born Premier of Tasmania.</p> <p>Research and document the life of a local identity who lived in the 1800's. Compare their life to that of someone who would currently have the same occupation. What has changed? Why and how have these changes occurred?</p>

## Hagley Environment Centre Activities

### **Activity Museum**

Colonial days are re-lived as students are given various household chores, using antiquated implements, to wash and iron, and to grind flour to make damper which is cooked in a wood stove. The students will also participate in role-play

### **St Mary's Church**

This beautiful church and graveyard, nestled amongst exotic trees and peaceful surroundings, abounds with a colourful history. Special features include the stained glass windows which enhance the beauty of this holy house. By studying inscriptions on headstones, students gain insights into the past and reflect upon the present.

### **Cottage Industries**

Our visiting ladies will guide the students in the fast-dying crafts of bygone eras. These yesteryear skills include making butter, bread, wax candles and homespun wool. Please bring an esky to transport butter home.

### **Olde Classroom**

Using role-play students will experience our traditional olde classroom. The students will share in the torture and torment of learning to write with pen and ink, under the relentless glare and wavering cane of the unyielding school teacher.

### **Agricultural Museum**

Machinery, harnesses, tools and implements used in the district years ago are handled by the children. Technological progress is investigated.