

Work program relating to The Australian Curriculum for History



Overview

Through the context of the Royal Bull's Head Inn, Drayton and some of the personalities connected with it, students will explore, recognise and appreciate the history of their local area by examining the remains of the past and considering why they should be preserved.

The content provides opportunities for students to develop historical understanding through key concepts appropriate to their age and ability, including: continuity and change; cause and effect; perspectives; empathy and significance. These concepts will be investigated within the historical context of the Royal Bull's Head Inn, Drayton to facilitate an understanding of the past and to provide a focus for historical enquiries. The content is presented within the two interrelated strands of Historical Knowledge and Understanding and Historical Skills, and within the framework of the following key inquiry questions:

- What aspects of the past can you see today? What do they tell us?
- What remains of the past are important to the local community? Why?
- How have changes in technology shaped our daily life?

Each section notes the relevant general capabilities (GC), cross-curriculum priorities (CCP) and links to other learning areas (OLA).

Source: ACARA Australian Curriculum v4.2 History
local community and what it reveals about the past.

Local context: What does the Royal Bull's Head Inn tell us about the past?

Key Inquiry question	Historical skills	Student activities	Resources	GC, CCP and OLA
What aspects of the past can you see today?	1. Sequence familiar objects and events 2. Distinguish between the past, present and future	1. Find out about the RBHI: - complete the pre-visit worksheet - visit the Inn 2. Create a timeline for the RBHI on the worksheet provided, identifying the three key periods in the history of the inn: 1. inn 2. family home and post office 3. museum. Students should sequence these changes by drawing or labelling them in the space provided on the worksheet.	Site visit to RBHI Introduction to the RBHI, teacher's resource (PDF) Introduction to the RBHI, student worksheet (PDF) Timeline worksheet (PDF)	GC: Literacy; numeracy; personal and social capability; critical and creative thinking OLA: English, Maths
What do these aspects of the past tell us?	1. Pose questions about the past using sources provided.	Describe the features of the RBHI at given points in time (timeline worksheet).	As above	

Historical knowledge and understanding: The importance today of an historical site of cultural or spiritual significance; for example, a community building.

Local context: Why is the Royal Bull's Head Inn important to us?

Key Inquiry question	Historical skills	Student activities	Resources	GC, CCP and OLA
What remains of the past are important to the local community?	1. Explore a point of view	Find out about the RBHI: - pre-visit worksheet - explore the building - look at the pictures of the building before it was restored - think about what function the RBHI serves as a museum	Site visit to RBHI Introduction to the RBHI, teacher's resource (PDF) Introduction to the RBHI, student worksheet (PDF)	GC: Literacy; critical and creative thinking; ICT competence CCP: Sustainability OLA: English, Art
Why?	1. Develop a narrative about the past 2. Use a range of communication forms (oral, graphic, written) and digital technologies	1. In class, discuss with the teacher some reasons why the RBHI is an important landmark 2. Create a poster about the RBHI on the worksheet provided (can be printed on A3) explaining why the RBHI is a significant landmark and what purpose it serves. Alternatively, students could develop a Powerpoint presentation or create a poster using Word (images of the RBHI can be found on google images and the NTQ Flickr site)	Poster worksheet (PDF) Computers, internet (optional) Flickr images: http://www.flickr.com/photos/22802295@N02/sets/	GC: Literacy; critical and creative thinking; ICT competence CCP: Sustainability OLA: English, Art

Historical knowledge and understanding: The importance today of an historical site of cultural or spiritual significance; for example, a community building.

Historical knowledge and understanding: The impact of changing technology on people’s lives (at home and in the ways they worked, travelled, communicated and played in the past).

Local context: What does the Royal Bull’s Head Inn tell us about the way people lived in the past?

Key Inquiry question	Historical skills	Student activities	Resources	GC, CCP and OLA
How have changes in technology shaped our daily life?	1. Explore a range of sources about the past 2. Identify and compare features of objects from the past and present	While looking around the Inn, identify the ways in which people in the past cooked, kept clean, washed clothes, travelled, entertained themselves and communicated. Use the technology worksheet to record your answers using words or pictures. Use the information you have discovered to compare ways in which people today do the same activities (can be completed in class or at the inn).	Site visit to RBHI Technology worksheet (PDF) Clipboard and pencil	GC: Literacy; critical and creative thinking; intercultural understanding OLA: English, Science