

THE PAST IN THE PRESENT

The Year 2 curriculum provides a study of local history.

Students explore, recognise and appreciate the history of their local area by examining remains of the past and considering why they should be preserved

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?

HISTORICAL SKILLS

Sequence familiar objects and events (ACHHS047)
Distinguish between the past, present and future (ACHHS048)
Pose questions about the past using sources provided (ACHHS049)
Explore a range of sources about the past. (ACHHS050)
Identify and compare features of objects from the past and present(ACHHS051)
Explore a point of view (ACHHS052)
Develop a narrative about the past (ACHHS053)
Use a range of communication forms (oral, graphic, written, role play) and digital technologies (ACHHS054)

This resource presents generalised starting points for inquiry about the past in the present. This unit provides exciting opportunities for students to investigate their local community and to make connections and discoveries about the way that places have changed, ideas about importance and an understanding of sequence, change and past and present.

Planning the Inquiry

Small inquiry provocations

What are significant buildings, sites or parts of natural environment in the local community?

What makes these places important to the community?

Do different groups in the community have different important places?

Are some places in the community important to people outside the community (for example are some of national or international importance?)

Is there agreement in the community about what places are important? Has there been disagreements about the importance?

Who decides what is important?



Gough Whitlam's childhood home faces demolition after heritage bid fails

The Guardian (Tuesday 7 July 2015)

The birthplace of the former prime minister Gough Whitlam could be demolished after an application for heritage status was rejected.

The Heritage Council of Victoria has deemed that the 100-year-old house, on Rowland Street in the Melbourne suburb of Kew, is not worthy of protection.

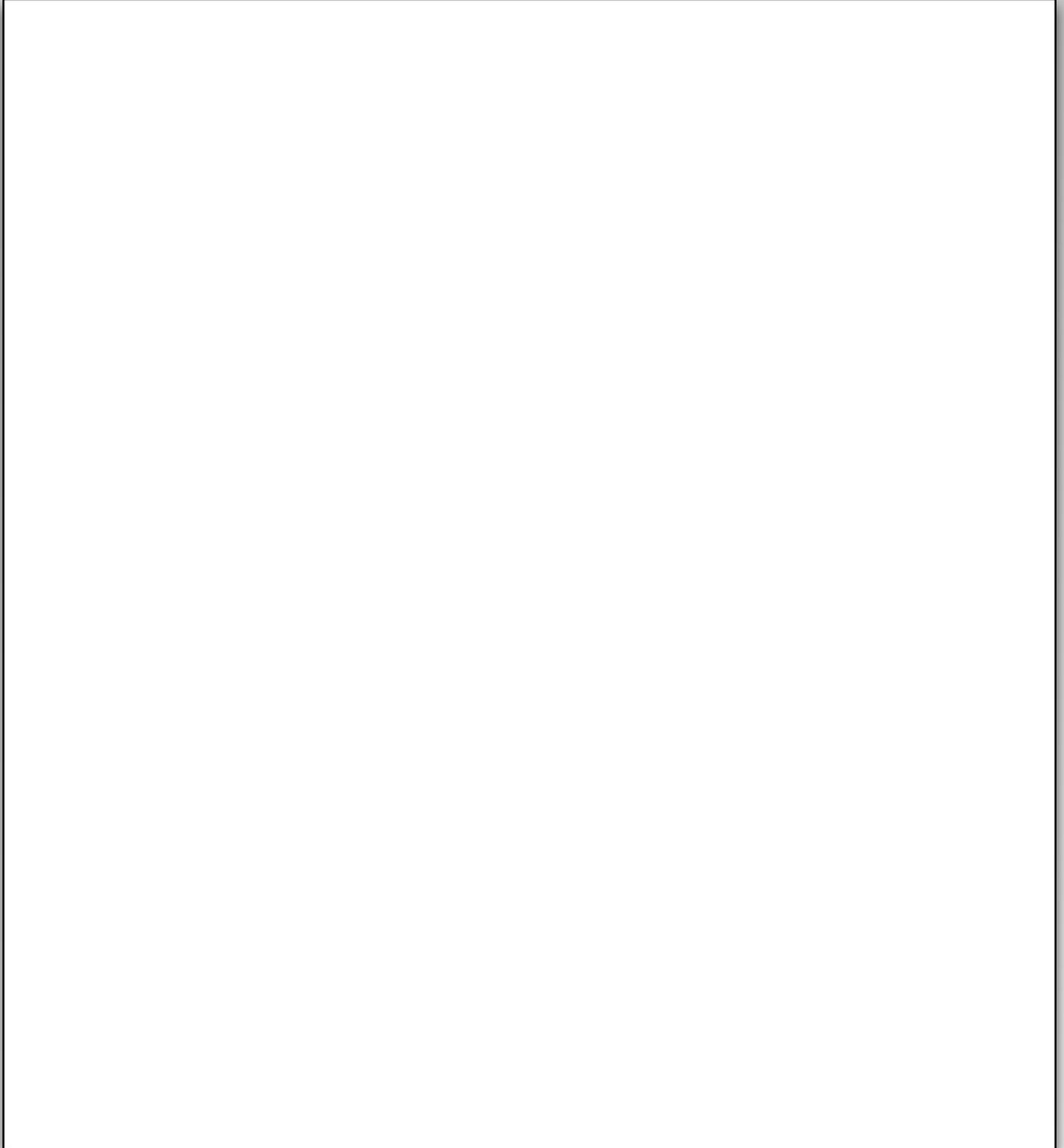
The council ruled the house was not culturally significant to Victoria because “the association between the birth and approximately the first 18 months of Gough Whitlam’s life does not constitute evidence of a special association between Whitlam and the place”.

The house was due to be demolished on the day in October 2014 when Whitlam died aged 98

<http://www.theguardian.com/australia-news/2015/jul/07/gough-whitlams-childhood-home-faces-demolition-after-heritage-bid-fails>

Draw a place that is important to you

The name of the place is _____



An important place

Why it is important

My important places

An important place

Why it is important

Important places we know in Australia



**Important
places we know in
the world**



PHYSICAL OUTLINE MAP OF THE WORLD

Important places in our community

What important places do we know?

Name of place

Type of place

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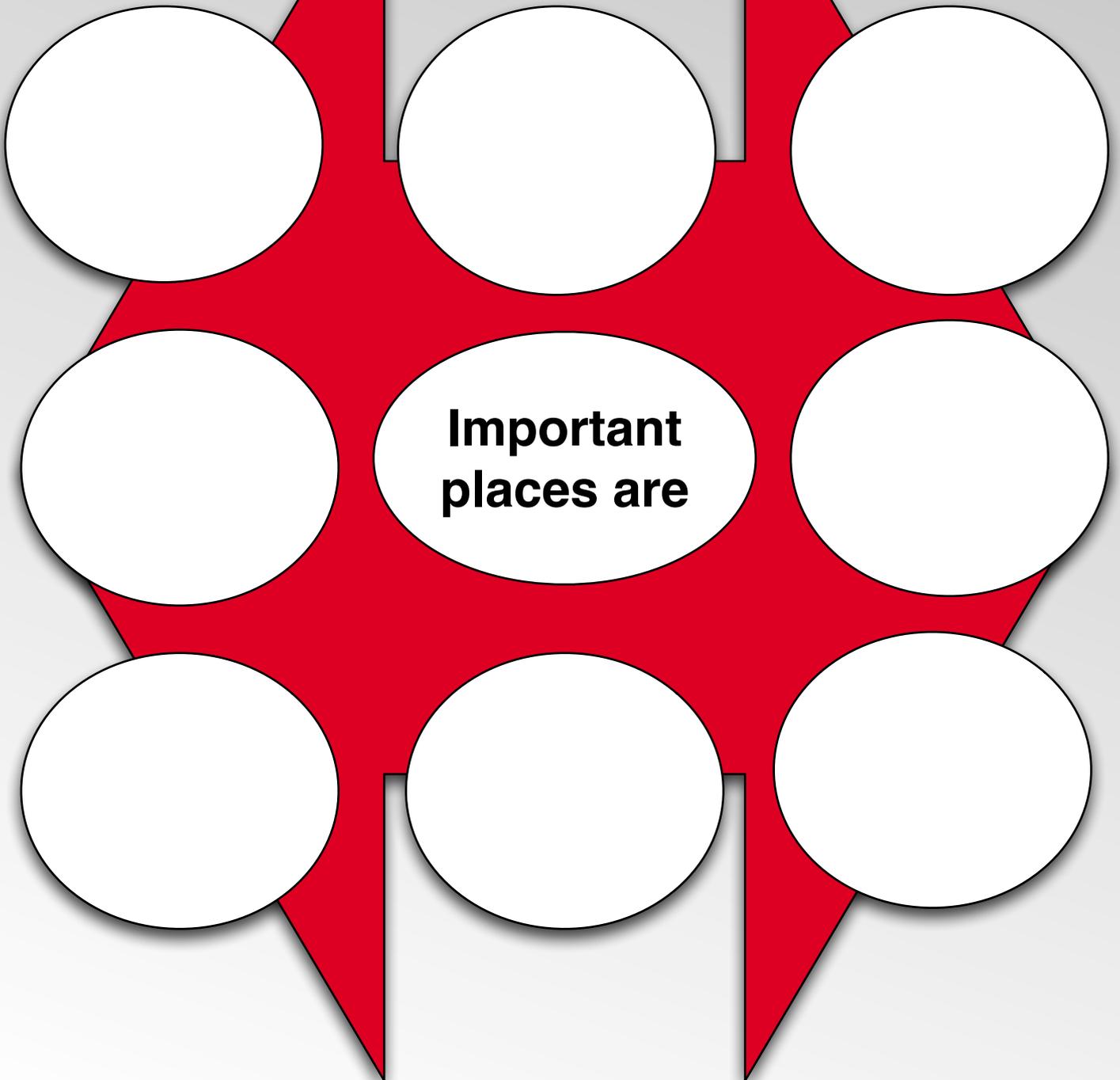
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What makes a place important to the community?

Our Ideas



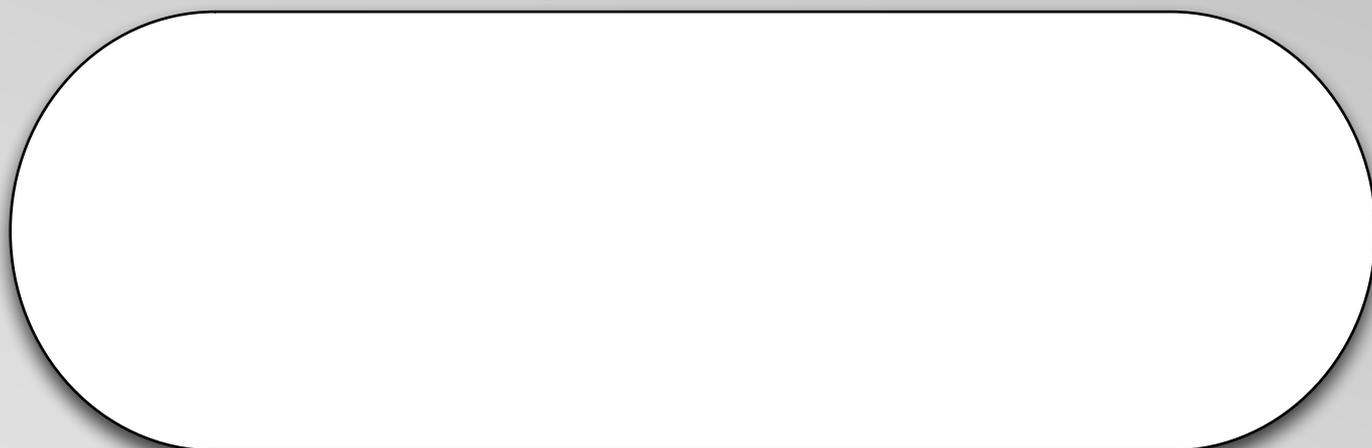
Ways to find out about important places

The diagram consists of a central white circle with a black outline, containing the text 'Ways to find out about important places'. Six blue arrows radiate from the circle to six empty white rectangular boxes with black outlines, arranged in a hexagonal pattern around the circle. The arrows point from the circle to each box, indicating a flow of information or a list of items to be explored.

What are some **old places
in our community? What do we know
about them?**

Name of place

How old?



Name of place

How old?



Name of place

How old?



What are some **old places
in the world?**

Name of place

How old?



Name of place

How old?



Name of place

How old?

