

Barefoot Lawrence | Stage 2 | History, English

About Brewongle EEC

Brewongle Environmental Education Centre is located in Sackville North and includes a terrestrial environment (Sydney Sandstone Gully Forest) and a man-made aquatic environment (ponds). Brewongle EEC is in Darug Country and more specifically the land of the Boorooberongal clan.

Unit Summary

This excursion addresses outcomes from the:

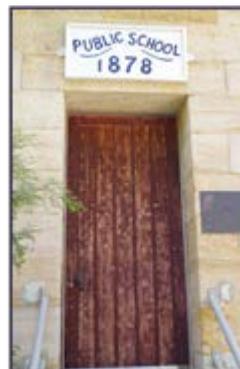
- Current NSW HSIE K-6 Syllabus - Explains changes in the community and family life and evaluates the effects of these on different individuals, groups and environments (CCS2.2)
- Revised NSW History K-6 Syllabus due for implementation in 2016

This excursion provides opportunities for teachers to assess students' capabilities against a range of markers from the Literacy Continuum. These are located at the end of this document.

Excursion duration

4 hour on-site excursion to Brewongle EEC. Arrival time: 10 am. Departure time: 2 pm

Arrival and departure times are guides only. Distance and bus schedules may require modifications to the timetable



Unit overview

Students:

- develop knowledge and understanding about the nature of history and key changes and developments from the past
- develop knowledge and understanding about key historical concepts and develop the skills to undertake the process of historical inquiry.

Students will value and appreciate:

- history as a study of human experience
- the opportunity to develop a lifelong interest in and enthusiasm for history
- the nature of history as reflecting differing perspectives and viewpoints
- the opportunity to contribute to a democratic and socially just society through informed citizenship
- the contribution of past and present peoples to our shared heritage.

Learning across the curriculum

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face.

Aboriginal and Torres Strait Islander histories and cultures

The study of History in Australia requires a valued engagement in and celebration of the experiences of Aboriginal and Torres Strait Islander peoples, past and present, as part of the shared history belonging to all Australians. Students examine historical perspectives from Aboriginal and Torres Strait Islander viewpoints. Throughout the study of History, students learn about Aboriginal and Torres Strait Islander peoples, as the world's oldest continuous cultures, prior to colonisation by the British, the ensuing contact and its impact. They will examine the interaction between Aboriginal and Torres Strait Islander peoples and Europeans, with special emphasis on Aboriginal initiatives and responses to key government policies since their earliest contact with British colonists. Students develop an awareness of the significant roles Aboriginal and Torres Strait Islander peoples have played in Australian society and the wider world. This knowledge and understanding will deepen and enable students' capacity to participate in the ongoing development of a just and equitable Australian society that genuinely reconciles with Aboriginal and Torres Strait Islander peoples.

Personal and social capability

A study of History enables students to investigate and appreciate the different ways people of the past managed their own lives, their relationships, work, play and learning. Students are encouraged to compare their lives and circumstances with those of earlier individuals and groups and to develop a concern for and appreciation of others in the past and the present as they continue their study of History. Such learning enables students to experience and express the essential historical skill of empathy. Students are encouraged to place themselves in the challenging circumstances of past people and engage with the possibilities which were open to them at the time.

Quality Teaching Elements

Intellectual Quality

Metalanguage - using and explaining scientific language and identifiers

Substantive communication - sustained and reciprocal communication throughout the lesson.

Quality Learning Environment

Engagement - sustained interest, attentiveness and focus on the tasks at hand

High expectations - learning important knowledge and skills of a challenging nature

Students' Self-Regulation - activities are purposeful and interesting resulting in low levels of interruption and high levels of initiative.

Significance

Background Knowledge - opportunities to make connections between their knowledge and experience and the content of the lesson

Connectedness - content has meaning beyond the classroom and the site

Narrative - may enhance the significance of the lesson when stories help illustrate or bring to life the knowledge being addressed.

Key concepts

- Australia has an Aboriginal and Torres Strait Islander history
- Life has changed for children and adults over the last century
- Australia has been home to a wide range of animals that are no longer found
- Diaries provide records of the past
- Diaries are a way of communicating thoughts and ideas.

Knowledge, skills and values

Students will develop:

knowledge and understandings about:

- the impact of people on environments

values and attitudes relating to:

- an appreciation of their cultural heritage.

Outcomes

History K-10

- › HT2-2 describes and explains how significant individuals, groups and events contributed to changes in the local community over time
- › HT2-5 applies skills of historical inquiry and communication.

English K-10

- › EN2-1A communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts
- › EN2-10C thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts
- › EN2-11D responds to and composes a range of texts that express viewpoints of the world similar to and different from their own.

Content	Teaching & learning activities
<p>Stage 2 - Community and Remembrance</p> <ul style="list-style-type: none"> ▪ Who lived here first and how do we know? ▪ identify the special relationship that Aboriginal and/or Torres Strait Islander peoples have to Country and Place ▪ respond to Aboriginal stories told about Country presented in texts or by a guest speaker <p>ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory</p> <ul style="list-style-type: none"> ▪ 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 ▪ identify the original Aboriginal languages spoken in the local or regional area . <p>The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area.</p> <p>Stage 2 - First Contacts</p> <p>The diversity and longevity of Australia's first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the implications for their daily lives</p> <ul style="list-style-type: none"> ▪ investigate, drawing on Aboriginal and Torres Strait Islander community representatives (where possible) and other sources, the traditional Aboriginal way of life, focusing on people, their beliefs, food, shelter, tools and weapons, customs and ceremonies, artworks, dance, music, and relationship to Country. 	<p>Following a welcome to the Centre and Acknowledgement of Country, students will rotate through a series of activities designed to meet the outcomes identified above.</p> <p>Introduction/Orientation (30 minutes) (whole group)</p> <ul style="list-style-type: none"> ▪ introduce Lawrence - his photo and diary ▪ view mysterious fossil bone ▪ children invited to assist in the solving of the mystery. <div data-bbox="1563 802 1881 1270" data-label="Image"> </div>

Content continued

Stage 2 - First Contacts

The diversity and longevity of Australia's first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the implications for their daily lives

- investigate, drawing on Aboriginal and Torres Strait Islander community representatives (where possible) and other sources, the traditional Aboriginal way of life, focusing on people, their beliefs, food, shelter, tools and weapons, customs and ceremonies, artworks, dance, music, and relationship to Country.

Stage 2 - Speaking and listening 1

Develop and apply contextual knowledge

- interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information.

Understand and apply knowledge of language forms and features

- understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations.

Teaching & learning activities

1878 Classroom (45 minutes)

- experience an historical classroom
- undertake a variety of tasks in classroom using historical sources
- further investigation of the mysterious bone.



Content continued

Respond to and compose texts

- use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume .

Stage 2 - Thinking imaginatively, creatively and interpretively

Engage personally with texts

- respond to texts by identifying and discussing aspects of texts that relate to their own experience.

Stage 2 - Expressing themselves

Develop and apply contextual knowledge

- discuss how people from different times and cultures may respond differently to characters, actions and events in texts.

Teaching & learning activities

Jimmy's Kitchen (45 minutes)

- discuss Darug culture relating to the site, local environment and artefacts
- use maps to locate additional bone fragments and investigate these



Conclusion (20 minutes) (whole group)

- view all bones found
- use classification charts to identify and learn about local megafauna.

Links to literacy continuum	Useful links or resources
<p>Cluster 10</p> <p>Comprehension: Analyses and evaluates the relative importance of key ideas and information a text to construct an overview.</p> <p>Vocabulary Knowledge: Demonstrates expanded content vocabulary by drawing on a combination of known and new topic knowledge.</p> <p>Aspects of Writing: Draws ideas from personal experiences, other texts and research to create imaginative, informative and persuasive texts for different audiences. Shows awareness of the need to justify opinions with supporting evidence. Uses grammatical features such as pronouns, conjunctions and connectives to accurately link ideas and information.</p> <p>Aspects of Speaking: Provides detail and supporting evidence in a logical manner when speaking about opinions and ideas. Listens attentively and responds appropriately to spoken and multimodal texts that include unfamiliar ideas and information.</p>	<p>Brewongle EEC</p> <p>Program risk assessment</p> <p>Darug language and culture</p> <p>Darug word list and vocab</p> <p>Yarramundi Kids translations</p> <p>Aboriginal Australia Map</p> <p>Map of Aboriginal Sydney</p> <p>Map of Aboriginal NSW</p> <p>Program resources (to be added to BEEC website)</p> <p>Previsit – Diary and Diary worksheet</p> <p>Post visit - worksheet</p>