

## Years 1 - 2 History and English Unit ideas

### Comprehension: Chronology, terms and concepts

- discuss and **recount** stories of family and local history
- **sequence** familiar objects and events
- **distinguish between** the past, present and future

### Use of sources

- explore and use a range of sources about the past
- **identify and compare** features of objects from the past and present

### Perspectives

- explore a **point of view** within an historical context

### Empathetic understanding

- recognise that people in the local community may have lived differently in the past

### Research

- **pose questions** about the past using sources provided

### Explanation and communication

- develop a **narrative** about the past

use a range of communication forms (oral, graphic, written, role play) and digital technologies

History Outcomes	Activities	Language skills and knowledge needed	Additional resources	Literacy strategies
<ul style="list-style-type: none"> <li>• distinguish between the past, present and future</li> <li>• <b>identify and compare</b> features of objects from the past and present</li> </ul>	<p>- Look at the list of requirements for the school. (WPS history 1927-1987 doc page 6) What do you notice about these items? Which items would you use today? In small groups, sort flashcards with pictures. Justify your choices.</p>	<p><u>Sentence level grammar:</u> Past and present tense <u>Vocabulary:</u> 'past' 'present' 'today' 'currently' 'modern' 'was' 'is' 'were' <u>Sentence and word level grammar:</u> language of justification and comparison Prompts: <i>In the past..</i> <i>Today we use....</i> <i>I can tell this is from the</i></p>	<p>Papa and the Olden Days <i>Ian Edwards</i></p> <p>Our School Fete <i>Louise Pfanner</i></p> <p>Tin Lizzie and Little Nell <i>David Cox</i></p>	<p>Shared reading <i>Our Fete</i> and highlight the tense and the time related vocabulary.</p> <p>Discuss the similarities and differences between the school in the book and Waitara to model language of comparison?</p>

		<p><i>past/present because....</i>  <i>This is a modern item due to.....</i>  <i>This was used.....</i>  <i>This could be.....</i>  <i>This has.....but this has ....</i>  <i>Maybe this was...or it could have.....</i>  <i>This is...whereas this is.....</i></p>		
<ul style="list-style-type: none"> <li>pose questions about the past using sources provided</li> </ul>	<p>Give students a variety of objects (or pictures) to look at e.g. Cuisenaire rods, a picture of the queen, a cane, milk bottle, gestetner machine, Rules for teachers 1920's list, fireplace, inkwell and pen, overhead projector, slates and chalk, large bell etc (see server for images). Tell students that all of these objects were used at school in the past and let them work in groups to figure out what the objects might be and how they were used.</p>	<p><u>Sentence level grammar:</u>  Past and present tense  <u>Vocabulary:</u> 'past' 'present' 'today' 'currently' 'modern' 'was' 'is' 'were'  <u>Sentence and word level grammar:</u> justification  Prompts as above.  <u>Sentence and word level grammar:</u> language of questioning.  Prompts: <i>I wonder if....</i>  <i>How would this be used...</i>  <i>Could this have been.....</i>  <i>Did children use this to....</i>  <i>Is this from the past because.....</i>  <i>Or is this from the present day....</i></p>	<p>One Sunday <i>Libby Gleeson</i>  Lizzie Nonsense <i>Jan Ormerod</i>  Blinky Bill Goes to School <i>Dorothy Wall</i>  The Muddle Headed Wombat Goes to School <i>Ruth Park</i>  Too Loud Lily <i>Sofie Laguna</i></p>	<p>Use Lizzie Nonsense to model posing questions (comprehension - questioning) before doing history activity.  e.g. <i>Where would Lizzie go to school? Who would be in charge of her education? What skills would she be learning? Why would informal schooling have been allowed? What were the community standards and values at the time?</i></p>
<ul style="list-style-type: none"> <li>explore a point of view within an historical context</li> <li>pose questions</li> </ul>	<p>Look at the Rinso ad or other suitable stereotypical ads and talk about how is that mum and dad different to</p>	<p><u>Sentence level grammar:</u>  Past and present tense  <u>Vocabulary:</u> 'past' 'present' 'today' 'currently' 'modern'</p>	<p>Where's mum? <i>Libby Gleeson</i>  Mum goes to work <i>Libby</i></p>	<p>Modelled reading/view with Rinso ad and one picture book text to show tapping into background knowledge</p>

<p>about the past using sources provided</p>	<p>your mum and dad. How do you think this might affect their children going to school? Mums working now etc and the need for BASC. Use strategies such as think, pair, share.</p>	<p>'was' 'is' 'were'  <u>Sentence and word level grammar</u>: justification  Prompts as above.  <u>Sentence and word level grammar</u>: language of questioning as above  Prompts:  <i>I wonder how the children felt...</i>  <i>I wonder what the children did when....</i>  <i>If my mum or dad didn't work...</i>  <i>Now that lots of children have both parents working....</i>  <i>Our society is different now compared to the past because....</i>  <i>What was typical in the past...</i>  <i>What is typical in the present.....</i>  <i>Things have changed for parents in the present compared to parents in the past.....</i></p>	<p><i>Gleeson</i>  Some mums <i>Nick Bland</i>  Tucking Mummy In <i>Morag Loh</i></p>	<p>(text to self, text to world connections).</p>
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