

# Historical places



**SmartSteps**<sup>®</sup>  
FOR PRIMARY SCHOOLS

## AusVELS: Level 4

**Historical Skills** – Chronology, terms and concepts (ACHHS081, ACHHS082)  
– Explanation and communication (ACHHS087)



## Suggested time

**Before we go:** 60 minutes

**Walk:** 30–45 minutes

**When we get back:** 60 minutes

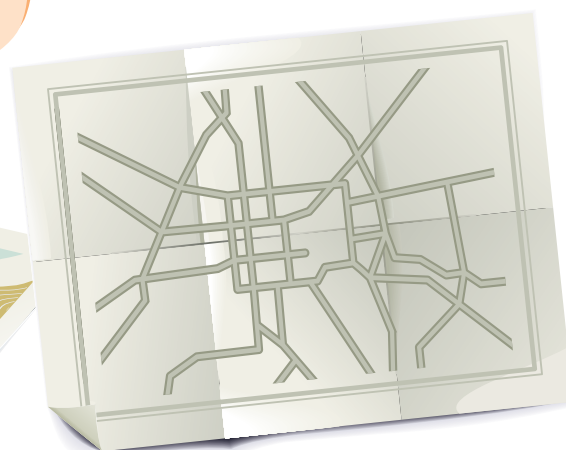
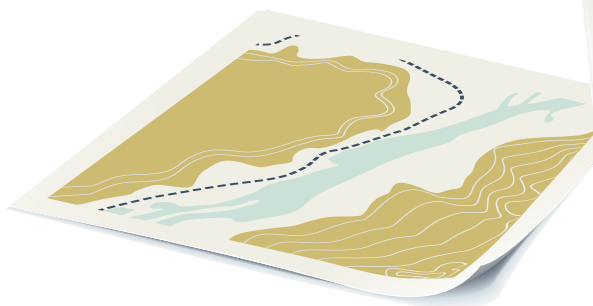


## Key learning outcomes

Students will be able to:

- identify local historical places
- record historical features of the places they visit
- place historical places on a timeline
- create a 'walking story' about one historical place

## Lesson



## Before we go

- As a class, discuss local historical places in the community.
- In small groups, students select one historical place to investigate further, finding a past image of the place, and identifying the place's date of establishment and significance to the community (e.g. historical house built by the first farmer in the area).
- Groups present a report about their researched place to the class.
- As a class, create a timeline of the historical places by including a drawing at the date of construction for each place.
- Students use local maps, a street directory or online maps to locate the historical places that they have researched.
- Explain to students that they will be going on a walk to visit the historical places that have been discussed.
- Prepare and print a map of the route for the class to take. **Teacher note:** alternatively, students can select just one of the historical places to visit.
- Discuss the [Features of historical places chart \(p.3\)](#), which students will use on the walk to record information about the historical places.
- **Teacher note:** Take a camera to photograph the historical places and key features on the route.

## Out and about

- As you walk, encourage students to observe interesting features of the walking route and record them on the printed map.
- Using the *Features of historical places chart*, groups record key features of each historical place they visit.
- Students can also draw sketches or take photographs.
- Stop students regularly and prompt their observations with questions such as:
  - » How can you tell that the place has historical connections?
  - » Are there any connections to past occupants or activity remaining?
- What do you find interesting about the place?

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## When we get back

- Students discuss their recorded information, drawings or photographs with the class.
- Using their collated information, drawings or photographs, each group writes and illustrates a 'walking story' about their selected historical place. The story should highlight key features, observations and encounters. Groups share their stories with the class.
- **Teacher note:** Walking stories can be combined to make one class walking story, and used to create a walking map to share with the school or community. Create the map online using [Walking Maps](#). For guidance, refer to the [Teacher's guide to Walking Maps](#).
- As a class, identify and discuss common features of the historical places visited (e.g. age, type of building, use). Students suggest reasons for common features.



## Resources

- information on local historical sites
- map of local area or street directory
- digital camera or smartphone (optional)
- computer (optional)
- [Features of historical places chart \(p.3\)](#) (one per group)
- drawing paper
- coloured pencils

## Useful links

Walking Maps

[www.walkingmaps.com.au](http://www.walkingmaps.com.au)

Local historical societies

[www.historyvictoria.org.au/](http://www.historyvictoria.org.au/)

## Suggested assessment

Assess student's ability to:

- identify local historical places
- place these historical places on a timeline
- discuss and present summaries of features of historical places

## Further connections

Students and their families could:

- look for historical places during a walk together, comparing what they see with observations from the school walk
- collect photographic evidence of observations to share with the class
- complete a [Smart Steps: for Families – Activity Sheet](#) at home

## AusVELS Level 4

Strand	Sub-strand	Elaboration
Historical Skills	<b>Chronology, terms and concepts</b> Historical people and events (ACHHS081)	<ul style="list-style-type: none"> <li>• placing key events and people of early contact history in chronological order by creating timelines and explaining the sequence</li> </ul>
	Use historical terms (ACHHS082)	<ul style="list-style-type: none"> <li>• using historical terms when talking about the past (for example 'penal', 'transportation', 'navigation', 'frontier conflict', 'colonisation')</li> </ul>
	<b>Explanation and communication</b> Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS087)	<ul style="list-style-type: none"> <li>• creating charts, pictorial stories, maps, digital and oral presentations to explain the past</li> </ul>



## Historical places

# Features of historical places

Group name:

<p>Name of historical place</p>			
<p>What was it originally used for?</p>			
<p>What is it currently used for?</p>			
<p>What are its main features?</p>			