

Historical places



SmartSteps[®]

FOR PRIMARY SCHOOLS

AusVELS: Level 4

The Earth's environment sustains all life – Geography concepts: Place, Change

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

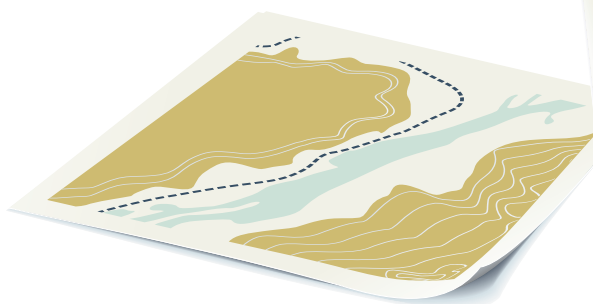


Key learning outcomes

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

Local historical societies

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
Geography	Geographic knowledge and understanding The importance of environments to animals and people, and different views on how they can be protected (ACHGK022)	<ul style="list-style-type: none"> • exploring different types of settlement, and classifying them into hierarchical categories, for example, isolated dwellings, outstations, isolated communities, villages, towns, regional centres and large cities.
	Geography inquiry and skills Collect relevant geographical data and information, for example, by observing by interviewing, conducting surveys, measuring, or from sources such as maps, photographs, satellite images, the media and the internet (ACHGS027)	<ul style="list-style-type: none"> • acquiring geographical information from a range of sources
	Represent the location of places and their features by constructing maps of appropriate scale that conform to cartographic conventions including scale, legend, title and north point, and describe their location using simple grid references, compass direction and distance (ACHGS022)	<ul style="list-style-type: none"> • annotating a map using the appropriate cartographic conventions
Historical Skills	Chronology, terms and concepts Historical people and events (ACHHS081)	<ul style="list-style-type: none"> • placing key events and people of early contact history in chronological order by creating timelines and explaining the sequence
	Use historical terms (ACHHS082)	<ul style="list-style-type: none"> • using historical terms when talking about the past (for example 'penal', 'transportation', 'navigation', 'frontier conflict', 'colonisation')
	Explanation and communication Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS087)	<ul style="list-style-type: none"> • creating charts, pictorial stories, maps, digital and oral presentations to explain the past



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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>			