

Title	Our Personal Histories: Talking Time
Learning area	HASS - History
Other LAs	English (Oral Language) Mathematics
Year Level(s)	Pre Primary

Background information

Brief Description of the Task:	<p>This series of activities explores the concept and language of time and then moves to using sources and artefacts to show their own personal history. Students will share personal artefacts and those shared from their families to explore concepts of time, history and change.</p> <p>The full program, teaching and learning sequence, and resources for this activity can be found within the History in the Making online resource. https://www.historyinthemaking.ais.wa.edu.au/foundation-pp-talking-time</p>
Context summary	<p>WA Curriculum Content Descriptor:</p> <p>How the stories of families and the past can be communicated and passed down from generation to generation (e.g. photographs, <u>artefacts</u>, books, <u>oral histories</u>, digital <u>media</u>, museums) and how the stories may differ, depending on who is telling them (<u>ACHASSK013</u>)</p> <p>(Introduction of a Year 1 Content Descriptor) How the present, past and future are signified by terms indicating time (e.g. 'a long time ago'; 'then and now'; 'now and then'; 'old and new'; 'tomorrow') as well as by dates and changes that may have personal <u>significance</u> (e.g. birthdays, holidays, celebrations, seasons) (<u>ACHASSK029</u>)</p> <p>The places people live in and belong to (e.g. neighbourhood, suburb, town, rural locality), the familiar <u>features</u> in the <u>local</u> area and why places are important to people (e.g. provides basic <u>needs</u>) (<u>ACHASSK015</u>)</p>
Description of purpose (Learning Intention)	<p>Focus Question: Can students use relevant and accurate terms to show the passing of time?</p> <p>During this series of activities, the language of time will be explored as the children begin to develop an appropriate vocabulary for talking about time. This lesson sequence emphasises the development of inquiry skills and builds children's understandings of continuity and change, cause and effect, perspectives, empathy and significance. It aims to develop children's knowledge of past, present and future in the context of their own personal history and that of their families.</p>

Summary of Links to the Western Australian Curriculum (Shade relevant areas on completion of the student activities)

Content Strand	HASS Knowledge and Understanding			HASS Skills			
Key Concepts <i>History</i> <i>Geography</i>	Continuity and change		Cause and effect	Significance	Perspectives	Empathy	
	Place		Space		Environment		
General capabilities	Literacy	Numeracy	ICT capability	Critical and creative thinking	Ethical Understanding	Personal and social capability	Intercultural understanding
Cross-curriculum priorities	Aboriginal and Torres Strait Islander histories and cultures			Asia and Australia's engagement with Asia		Sustainability	

Relevant Aspects of the Achievement Standard

Highlight areas to show the parts of the achievement standard relevant to this task, in YOUR context.

At Standard, students pose and respond to questions, and recognise that there are a variety of sources from which information can be collected. They use simple categories to organise information and sequence familiar events. Students explore points of view, represent information in different ways and begin to draw simple conclusions. They share observations and ideas when participating in the decision-making process. Students develop simple oral texts, and reflect on what they have learnt using language, gesture and other non-verbal modes.

Students recognise that countries, such as Australia, and familiar places are represented on a globe or a map. They describe the features of places that are familiar to them. Students identify the interconnections that people have with familiar places and recognise why some places are special and need to be looked after. They identify similarities between families and suggest ways that families communicate and commemorate significant stories and events from the past.