



Stage 1

History: The Past in the Present

History outcomes

HT1-2 identifies and describes significant people, events, places and sites in the local community over time

HT1-3 describes the effects of changing technology on people's lives over time

HT1-4 demonstrates skills of historical inquiry and communication

Content

The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past

Students:

- identify a significant person, building, site or part of the natural environment in the local community and discuss what they reveal about the past and why they are considered important
- investigate an aspect of local history

The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial

Students:

- identify an historical site or sites in the local community. Discuss their significance, why these sites have survived and the importance of preserving them
- examine local or regional Aboriginal and Torres Strait Islander sites, eg local national parks

The impact of changing technology on people's lives

Students:

- identify examples of changing technologies in their home or community
- discuss the similarities and differences of technology from the past through a range of sources and sequence them over time

Learning Across the Curriculum:

✋ Aboriginal and Torres Strait Islander histories and cultures ✨ Critical and Creative Thinking ✨ Sustainability

Program Description

Students investigate key inquiry questions: What remains of the past are important to the local community? Why? How have changes in technology shaped our daily life?

- Students go for a short walk in Awabakal Nature Reserve and discuss the significance of the Nature Reserve and the importance of preserving it.
- Students perform an 'archaeological dig' to investigate what remains of the past have been found in the local area and what they tell us.
- Students explore how shelters and houses have changed over time. Students sort examples of houses from the past and the present and look at similarities and differences. Students construct a shelter from the past or the present.
- Students investigate the mining history of Dudley through looking at photographs from the past and visiting the site that once was a coal mine. Students compare the dress and equipment of a miner today to the past and students participate in a senses activity where students imagine they are in a mine.
- Students learn about tools used by Awabakal Aboriginal people. Students explore how changes in technology. Students sequence items over time.

Location

Awabakal Environmental Education Centre (AEEC), 51 Boundary Street, Dudley and Awabakal Nature Reserve.

Site Description

Awabakal Nature Reserve is an area of bushland on the coast between Dudley and Redhead, 15 km south of Newcastle. This coastal area was historically used by the Awabakal Aboriginal people on a seasonal basis and provides an excellent opportunity to learn about Aboriginal Culture and the history of this area.

Excursion information

Students come directly to AEEC. Students rotate through four activities on the grounds of the AEEC and in the nearby Awabakal Nature Reserve. Buses collect students from the AEEC at 2pm.

Please note: if you are using a bendy bus to transport students please contact AEEC prior to excursion for important information.

A typical schedule would be as follows:

Introduction - 10:00 am

Morning tea

Two activities

Lunch

Two activities

Wrap up - 2:00pm

Students should bring a hat, sunscreen, comfortable “covered” walking shoes plus any special requirements of the group (Wet weather gear when necessary). Insect repellent is advisable in summer. Students should also bring their own recess, lunch and refillable water bottle.

AEEC is a NSW Department of Education school and staff are trained DoE teachers specialising in Environmental Education.

AEEC teachers rely on the participation of visiting teachers to meet recommended supervision levels. Visiting teachers are ultimately responsible for behaviour of students, students with existing medical conditions or special needs.