



A Voyage into the Past – Maritime Museum of Tasmania

Year 3 and Year 5 History Learning Resource

Introduction

A Voyage into the Past provides learning activities and inquiry approaches aligned to the History component of the Australian HASS Curriculum for Years Three and Five. The Year Three learning activities encompass both 19th and 20th Century aspects of the museum. The Year Five activities focus on the colonial period which is central to the curriculum at that level.

The resource is comprised of a series of activity cards to be used during an excursion and a learning program which encompasses pre-visit activities, additional activities that might be undertaken during an excursion and post-visit activities.

How can I use these resources?

These resources might be used as:

1. one component of a maritime-specific inquiry learning sequence (unit of work)
2. one component of an inquiry learning sequence on broader historical themes for one of these year levels outlined in the learning program such as transport, daily life, significant individuals or significant events
3. one component of an inquiry learning sequence that focuses on one specific area of maritime or broader history outlined in the learning program such as communication, transport, whaling or the development of Sullivan's Cove

Teachers should plan their excursion around one of the choices above and select the relevant excursion activities from the learning program prior to visiting, ensuring they make copies of the relevant recording sheets for both the cards and learning program activities provided as downloads on the education section of the Maritime Museum of Tasmania's website.

For those who choose option one or two above one possibility is to use the activity cards available at the museum which provide 6 activities for both Years Three and Five across a range of maritime themes. All that needs to be done prior to an excursion is to undertake some of the pre-visit activities in the learning program and print the resources needed for the excursion. During the visit all students would undertake all activities on the cards and have an opportunity to explore other aspects of the museum with teacher/parent guidance.

A second possibility for those who select option two would be for children to work in four groups with each group focusing on one of four thematic aspects outlined in the Year Three and Five learning program, using a combination of the three excursion activities for each theme from the learning program and one related card. These groups would do the activities for their specific theme from the learning resource and the relevant card related to their theme (cards 1 - 4 for Year Three and cards 7 - 10 for Year Five). All students could do the



two cards that have activities for both Years Three and Five (cards 6 and 7). All students could use any remaining time to explore other aspects of the museum with teacher/parent guidance or undertake additional activities from the learning program. Prior to the excursion the teacher would need to print enough copies of the recording sheets for both the activity cards and learning program for each group.

Those who choose option three would decide on their specific focus and prior to the excursion would print off relevant recording sheets for that theme from the activity cards and in the learning program. All students could do the two cards that have activities for both Years Three and Five (cards 5 and 6) and use any remaining time to explore other aspects of the museum with teacher/parent guidance or undertake additional activities from the learning program. Depending on the option chosen, the teacher would select relevant pre-visit and post-visit activities from the learning program for the class and/or groups of students. Prior to the excursion the teacher would need to print enough copies of the recording sheets for both the activity cards and learning program for each group.

Content Focus

A Voyage into the Past is built around the questions, historical knowledge and understanding of the curriculum for each year level. For specific details of the Australian HASS Curriculum visit the [Australian Curriculum website](#).

Year 3 Australian Curriculum – Key Inquiry Questions Included	Year 5 Australian Curriculum – Key Inquiry Questions
<ul style="list-style-type: none"> • How has our community changed? What features have been lost and what features have been retained? • What is the nature of the contribution made by different groups and individuals in the community? 	<ul style="list-style-type: none"> • What do we know about the lives of people in Australia’s colonial past and how do we know? • How did an Australian colony develop over time and why? • How did colonial settlement change the environment? • What were the significant events and who were the significant people that shaped Australian colonies?

Table one: Links to the relevant inquiry questions Australian HASS Curriculum

Year Three Teacher Resource: *Extraordinary Locals – Changing Lives*

The Year Three teacher resource, *Extraordinary Locals – Changing Lives*, is based on two of the History questions in the Australian HASS Curriculum for that level, as outlined in the curriculum elements above, and as such will have the following components:

- 1) daily life
- 2) maritime transport



- 3) communication
- 4) occupations
- 5) change in the environment over time
- 6) significant local individuals

**Note the components 1-4 explore the changes in these areas over time. Components 5 and 6 have activity cards but in the learning program are addressed primarily in combination with the first four components.*

Year Five Teacher Resource: *Making an Impact*

The Year Five teacher resource, *Making an Impact*, is based on all four History questions in the Australian HASS Curriculum for Year Five as outlined in the curriculum elements above and as such has the following components related to 19th Century colonial history:

- 1) settlement and development of Sullivan's Cove
- 2) whaling
- 3) boatbuilding and shipbuilding
- 4) the movement of people and goods
- 5) change to the environment over time
- 6) significant individuals

**Note the components 1-4 explore significant developments and events in these areas over time. Components 5 and 6 have backpack cards but in the learning program are addressed primarily in combination with the first four components.*

Skills and Concepts in the Australian History Curriculum

Both the Year Three and Year Five activities of *A Voyage into the Past* draw on visible thinking approaches outlined at <http://www.old-pz.gse.harvard.edu/vt/> and other similar strategies which allow students to develop questions, gather evidence and demonstrate understanding. In doing so, it will assist students to develop the History skills and concepts of the Australian HASS Curriculum. Teachers should consult the Visible Thinking website for details on how to undertake specific strategies and routines.

It is important to remember that skills will be a major focus when assessing students. Each stage of the inquiry process should be assessed and not just the final product at the end of the process. The table below outlines the skills and concepts of the curriculum. For specific details of the skills at both grade levels visit the [Australian Curriculum website](#).

Concepts	Skills
<ul style="list-style-type: none"> • Evidence (C1) • Continuity and change (C2) • Cause and effect (C3) • Significance (C4) 	<ul style="list-style-type: none"> • Chronology, terms and concepts (S1) • Historical questions and research (S2) • Analysis and use of sources (S3) • Perspectives and interpretations (S4)



<ul style="list-style-type: none"> • Perspectives (C5) • Empathy (C6) • Contestability (C7) 	<ul style="list-style-type: none"> • Explanation and communication (S5)
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Table two: History concepts and skills in the Australian HASS Curriculum