### Key Inquiry Questions

<table>
<thead>
<tr>
<th>Historical Knowledge &amp; Understandings</th>
<th>Chronology Terms &amp; Concepts</th>
<th>Historical Questions &amp; Research</th>
<th>Analysis &amp; Use of Sources</th>
<th>Perspectives &amp; Interpretations</th>
<th>Explanation &amp; Communication</th>
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<td>Sequence historical people and events. (ACHHS117)</td>
<td>Pose a range of questions about the past (ACHHS067)</td>
<td>Locate relevant information from sources provided (ACHHS068)</td>
<td>Identify different points of view (ACHHS069)</td>
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<td>Use historical terms and concepts (ACHHS118)</td>
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<td></td>
</tr>
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### Historical Questions & Research

#### Evidence

- Read Ernie Dances to the Digeridoo (Alison Lester)
  - Seasons timeline—with local foods and when they are in season

#### Continuity & Change

- What are the traditional use for local sites? Eg Gosnells Golf Course
  - How do Aboriginal people use native flora and fauna for food and medicines?

#### Cause & Effect

- Read stories—use traditional art stories and those translated into storybooks
  - Examine use of colour, symbols and the lesson/message inherent

#### Significance

- Compare oral histories of residents Aboriginal, English/Chinese immigrants, those descendant from early settlers—double bubble
  - *Create a class story book with Ernie visiting using dot pics, Ernie dancing with the bandicoots, Ernie eating Kangaroo tail stew etc.

#### Perspectives

- Retell a story with a lesson using art and then interpret someone else’s picture story.

### Historical Concepts

- Immigration, exploration, development, settlement and naming days of commemoration and emblems

### Resources

- Yule Brook college—Noongar Meeting Circle and Bush Food Garden called Moort Waandking Bandak (food, medicines)
- Oral Histories—CD from City of Gosnells (email or phone)

### Web Resources


### Historical Terms

- Immigration, exploration, development, settlement and naming days of commemoration and emblems

### What would Ernie do if he visited CanningVale?

- What are the local animals and flowers?
- How were these used by local traditional Aboriginal people to survive?
- What did local immigrants do when they moved here? Is it different to Aboriginal people?
### Key Inquiry Questions

**Historical Knowledge & Understandings**
- Sequence historical people and events. (ACHHS117)
- Use historical terms and concepts (ACHHS118)

**Chronology Terms & Concepts**
- Timeline of Canning Vale as market gardens and orchards 30 years ago and our school development over the last 11 years
- Pictorial time line of transport in Perth - trams, trains, roads
- Pictorial pics of staff at Campbell.

**Historical Questions & Research**
- Pose a range of questions about the past (ACHHS067)
- Identify sources (ACHHS215)

**Analysis & Use of Sources**
- Locate relevant information from sources provided (ACHHS068)

**Perspectives & Interpretations**
- Identify different points of view (ACHHS069)

**Explanation & Communication**
- Develop texts, particularly narratives (ACHHS070)
- Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS071)

### Historical Terms
- Immigration, exploration, development, settlement and naming days of commemoration and emblems

### Historical Concepts
- Evidence
- Continuity & Change
- Cause & Effect
- Significance
- Perspectives
- Empathy
- Contestability

### Resources
- **RESOURCES**
- Heritage Images – people, places, local business and land use
- Manufacturing Mining Railways
- Tourism
- Wholesale and Retail Canning River
- Gosnells Hotel
- John Okey Davis (first colonist to region)
- Liddelow
- Homestead Market
- Gardens Citrus
- Poultry and Dairy
- Thornlie 50 years
- White's cottage
- Wilkinson Homestead

### Places
- Pioneer Village in Armadale – school house
- Woodlows Cottage – school activities

### Books
- Where the Forest Meets the Sea (Jeanie Baker)
- James Stirling 994.102
- The Gosnells Story
- G McDonald
- WS Cooper

#### How has Canning Vale changed since my parents were young?

- What did people wear?
- What was built?

2. **One important example of change and ONE important example of continuity over time in the local community, region or state/territory in relation to areas of transport, work, education, natural and built environments, entertainment, daily life.**

- comparing the significance of national days in different countries, looking at why they developed and elements they have in common

**Timeline of Canning Vale**

- What was Canning Vale like 30 years ago.
- Places to find information – family/friends/teachers here now and then

- Historical Terms: Immigration, exploration, development, settlement and naming days of commemoration and emblems

**Acronyms**
- NAIDOC

**Lets Learn**

- Market gardeners and shopping centre builders
- Bushland and houses

**Debate/Persuasive Text**

- Market gardeners and shopping centre builders
- Bushland and houses

**Pictorial Time Line of Transport in Perth**

- Trams, trains, roads

**Interviews**

- Family/friends/teachers here now and then

**Old Pictures, Photos and Paintings**

- Family/friends/teachers here now and then

**Diaries and Letters**

- Family/friends/teachers here now and then

**Create a Cardboard Cut Out of Student and Make Clothes for Them to Represent Canning Vale 30 Years Ago**

- Create a cardboard cut out of student and make clothes for them to represent Canning Vale 30 years ago

**Write a Diary Entry of The Week—Publish as a Powerpoint or IMovie—Take pictures and age them**

- Write a diary entry of the week—publish as a powerpoint or imovie—take pictures and age them
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<td>How did people settle? Who were they? Why did they come to the area?</td>
<td>Sequence historical people and events. (ACHHS117) Use historical terms and concepts (ACHHS118)</td>
<td>Make a timeline for the year our families came to Australia</td>
<td>Pose a range of questions about the past (ACHHS067) Identify sources (ACHHS215)</td>
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<td>3. The role that people of diverse backgrounds have played in the development and character of the local community (ACHHHK062) religious buildings</td>
<td>What did John Okey do? (first colonist of the area) What's left of the 'market garden' history? (Markets on Bannister Rd) Where did our class, parents and grandparents come from? Locate on a map and graph class results What cultural things do our families follow? What are some of the cultural celebrations from our group</td>
<td>Use Near maps and old maps/photos Mapping—place local buildings (include local religious buildings) on a map Draw paths and bus routes to get to places Interview generate questions and find out why family came to Australia</td>
<td>Refer previous Write a biography on a person who settled in the area Prepare an oral presentation based on interview</td>
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What is the difference between remembrance and celebration?
Why do we have public holidays?
What symbols and emblems represent Australia?
Why are they important?
What do they mean?
Should they be changed?

4. Days and weeks celebrated or commemorated in Australia
   (including *Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, Naidoc week and National Sorry Day 2008)

   - Comparing the significance of national days in different countries, looking at why they developed and elements they have in common - local, state and national symbols and emblems.
   - Reading big book: 'Why are they marching - ANZAC March?
   - Cut and paste events onto a timeline for ANZAC day.
   - Silent card shuffle to organise a range of events.

   Historical Terms:
   - Acronyms
   - Symbols, emblems, flora, national

   Where do all the children from our class come from? Map
   - What are the state symbols and emblems and why were they chosen?

   Calendar—online and school
   - When do events occur?
   - When do we have public holidays?
   - Place symbols and emblems.

   Research origins of Australia Day and compare to Sorry Day
   - Create a new Australian flag that incorporates an Aboriginal perspective.

   Create a poster to advertise a celebration or commemorative event.

Resources
- Online book, stories, links
  http://www.k3teacherresources.com/anzac-day-teaching-resources.html
  http://www.abc.net.au/innovation/gallipoli/gallipoli2.htm#

Diwali Festival - India
Ipad App
Ramadan

BOOKS
- Simpson and his Donkey
  We Remember Remembrance Day
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### Historical Skills

- **Historical Questions & Research**
  - Pose a range of questions about the past (ACHHS067)
  - Identify sources (ACHHS215)

- **Analysis & Use of Sources**
  - Locate relevant information from sources provided (ACHHS068)

- **Perspectives & Interpretations**
  - Identify different points of view (ACHHS069)

- **Explanation & Communication**
  - Develop texts, particularly narratives (ACHHS070)
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### Resources
- Celebrations, BLM in library
- Celebrations books in library
- West Australian Newspaper

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### How do different cultures celebrate?

How have festivals from other countries influenced events in Perth?

### 5. Celebrations and commemorations in other places around the world; for example,

* Bastille Day - France,
* Independence Day in the USA, including those that are observed in Australia such as
  * Chinese New Year,
  * Christmas Day,
  * Diwali,
  * Easter,
  * Hanukkah, the
  * Moon Festival and
  * Ramadan (ACHHK064)

### Historical Terms:

- Celebration, countries, festival, commemoration,
- Chinese astrology—match animal to year
- Locate own year and animal
- Collect parent year of birth and graph results

### How do different cultures celebrate Christmas?

- How have festivals from other countries influenced events in Perth?
- Look at the rainbow fun run (Feb) and how they have taken the Indian rainbow festival idea and adapted it

### Use Diwali app

- Newspaper pictures of various celebrations,
- Children bring in photos

### Double Bubble – Chinese New Year and New Years Eve

- Who writes articles in papers, who takes pictures?

### Create a celebration day and rotate through activities that represent various countries and their celebrations.

- Take photos and children place them in chronological order with text to retell. Present as imovie, or powerpoint presentation.