

CS Human Society and Its Environment

Heritage Project

The Heritage Project is a joint initiative between the Department of Education and Training and the NSW Heritage Office.

Three resources are being developed for Stages 1 to 3 to support teaching about heritage in the HSIE K-6 syllabus for NSW. Each resource has been written specifically to cover outcomes and subject matter for the particular stage. These resources will be issued free to all government schools in 1999.

The aim of the project is to make heritage education active and participatory, relevant, effective, accessible and fun.

Stage 1: Treasures

The resource *Treasures* is designed to introduce the concept of personal heritage to students and instil a sense of time and place.

Outcomes	Subject matter
Change and Continuity Strand	
<p>Significant Events and People CCS1.1 Communicates the importance of past and present people, days and events in their life, in the lives of family and community members and in other communities.</p> <p>Time and Change CCS1.2 Identifies changes and continuities in the local community.</p>	<ul style="list-style-type: none"> • Original stories of other students, their families, their community and other communities • Origins of important days and holidays • Days, holidays and events celebrated by students, their school, families in their community and other communities. • Changes, both past and present, caused by changing needs • Stages in a lifetime • School, local, national and global events.
Cultures Strand	
<p>Identities CUS1.3 Identifies customs, practices, symbols, languages and traditions of their family and other families.</p> <p>Cultural Diversity CUS1.4 Describes the cultural, linguistic and religious practices of their family, their community and other communities.</p>	<ul style="list-style-type: none"> • Cultural characteristics of families • Groups to which students belong, including the family • Significant people who belong to these groups • Symbols used by different groups, e.g. badges, flags • Similarities and differences between ways in which families express their culture, e.g. celebrations • Languages spoken by other groups and families • Customs and practices important to students, including celebrations • Belief systems of groups and families in their community and in other communities.

Treasures, the CD-ROM, is a magic, special place in our world. The user visits three spaces in this magic place.

Gallery: provides opportunities to identify issues of similarity and difference.

Library: provides opportunities for discourse about shared experiences in the family and community.

Bank: is a space where people store the things they treasure, that are vital to their heritage. This section provides opportunities to discuss issues about cultural heritage and identity.

The CD-ROM:

- models some of the activities suggested in the unit
- includes a searchable database for some student data
- has a graphing capability for some student data
- includes a series of printable reports.

Stage 2: *It didn't always look like this*

This unit is based around Penrith Lakes and looks at the changes over time in this area. The activities are linked to an historically-based fiction story for the children called “Tessa’s Story”. The storyline involves a girl who is given a project at school to choose a family heritage item and write about its story. This requires the girl to talk to her family and find out where she has come from. The activities have a significant emphasis on the environment and the use of maps and photographs, which are provided on a coloured broadsheet (in class set). The resource is a model for looking at heritage in the local area.

Outcomes	Subject matter
Change and Continuity Strand	
<p>Significant Events and People CCS2.1 Describes events and actions related to the British colonisation of Australia and assesses changes and consequences.</p> <p>Time and Change CCS2.2 Explains changes in the community and family life and evaluates the effects of these on different individuals, groups and environments.</p>	<ul style="list-style-type: none"> • The establishment of a British colony: aspects of life, significant people including Arthur Phillip, achievements, events and places • Aboriginal resistance to the establishment of a British colony: significant people including Pemulwuy, achievements, events and places • Changes to people and places in the Sydney region as a result of British colonisation • The contribution of people and groups from other countries to Australian heritage • The contribution of people and associated places and events to community heritage, including knowledge of original Aboriginal nations and boundaries • Differing viewpoints on community heritage • Causes and effects of change in the local community and other communities.
Cultures Strand	
<p>Identities CUS2.3 Explains how shared customs, practices, symbols, languages and traditions in communities contribute to Australian and community identities.</p>	<ul style="list-style-type: none"> • Origins and backgrounds of people in the local community • The original inhabitants of the local community area.
Environments Strand	
<p>Patterns of Place and Location ENS2.5 Describes places in the local area and other parts of Australia and explains their significance.</p> <p>Relationships with Places ENS2.6 Describes people’s interactions with environments and identifies responsible ways of interacting with environments.</p>	<ul style="list-style-type: none"> • Geographical terminology, e.g. north/south/east/west • Significant natural, heritage and built features in the local area, NSW and Australia, and their uses • The location of major cities, rivers and mountains in NSW and the capital cities in Australia • Local and other Australian communities • Environmental changes • Groups associated with places and features, including Aboriginal people • Management and care of features, sites, places and environments.

Stage 3: Sites and scenes

The heritage sites included on the CD-ROM are:

1. Sydney Opera House
2. Luna Park, Sydney
3. "South Steyne", the Sydney ferry
4. Tank Stream, Sydney
5. Eveleigh Railway Workshops, Redfern
6. Mutawuntji National Park, north-west NSW
7. Dundullimal, Dubbo
8. Macquarie Lighthouse and "Dunbar" wreck

9. Parramatta Park (including Old Government House), Sydney
10. Saumarez Homestead, Armidale
11. Rookwood Cemetery, Sydney
12. Wing Hing Long Store, Tingha
13. Cadia mine, Orange
14. The Great Synagogue.

The resource, *Sites and scenes*, provides both the stimulus and resource material for students to research particular heritage sites. Students are expected to conduct research on the CD-ROM and produce an investigative report on the particular site.

Outcomes	Subject matter
Change and Continuity Strand	
Significant Events and People CCS3.1 Explains the significance of particular people, places, groups, actions and events in the past in developing Australian identities and heritage.	<ul style="list-style-type: none"> • Significant events that have shaped Australia's identity, including the discovery of gold, and colonial exploration and expansion. • Family, school, local, national and global events, issues, problems and trends.
Cultures Strand	
Identities CUS3.3 Describes different cultural influences and their contribution to Australian identities.	<ul style="list-style-type: none"> • Cultural influences and other factors affecting identity, e.g. peer pressure, popular culture • The cultural diversity of Australia and other nations • National symbols, national culture and significant sites (e.g. Opera House)
Environments Strand	
Relationships with Places ENS3.6 Explains how various beliefs and practices influence the ways in which people interact with, change and value their environment.	<ul style="list-style-type: none"> • Communities, regions and environments in Australia and in the world • Effects of human and natural changes on environments • Ecologically sustainable development of environments • Different perspectives about the maintenance and improvement of environments.