

BILL AND BERYL'S BIG DAY OUT

PP & Y1

HASS – HISTORY

Bill and Beryl are going on a family picnic for their birthday and you can come too!

This program has been specifically designed to introduce Early Years students to the past in an easy, fun and play-based way. Students listen to a story about a family in the past, then dress up in historic costume and create their own 'families'. They will climb aboard real, historic transport including a horse and cart, train carriage and child-sized penny farthing and pretend they are having a picnic with vintage props.

In this program your students will:

- ✓ Identify similarities and differences between families.
- ✓ Compare life in the past and present.
- ✓ Pose questions about the past using unique sources, including museum objects, props and photographs.

WHAT TO EXPECT



We begin by using inquiry questions (who, what, why, where, when, which and how) to examine a photograph of a family picnicking in the past, before exploring a horse drawn bus and comparing it to the bus the students travelled on that day.



It's story time for the class as the presenter introduces twins, Bill and Beryl, and narrates a tale about them trying to decide which mode of transport they will use to go on their big birthday day out with their family. The story is illustrated with historic photographs and introduces different family members, including mum, dad, siblings and extended family.



Your students can get dressed up, selecting from a large collection of Edwardian-style clothes including sailor jackets, dresses, top hats and more - once 'suitably' dressed, the fun begins! In groups, with a parent or teacher, the students will form into 'families' and climb aboard up to five different types of historic transport (*access to these artefacts is exclusively for school groups!*). After exploration, the class will compare the historic options with transport today.



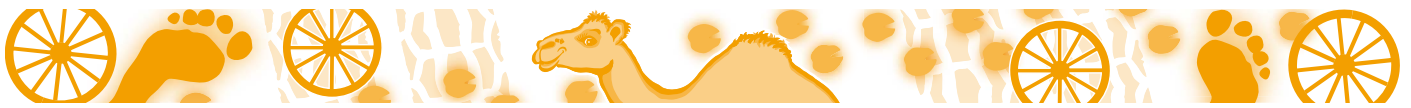
Finally, the group will role-play that they are at Bill and Beryl's birthday picnic using a large collection of vintage props including historic toys.



Cost	\$6.00 per child
Availability	Monday to Friday
Duration	75 minutes
WA Curriculum Links	■ HASS – History See over for details

Important information

- Parent helper assistance is required for individual groups.



WA CURRICULUM LINKS

PRE-PRIMARY

HASS – HISTORY

Knowledge and Understanding

The different structures of families and family groups today (e.g. nuclear, only child, large, single parent, extended, blended, adoptive parent, grandparent) and what they have in common (ACHASSK011)

Elaborations:

- identifying and naming the different members of a family and creating concept maps of their family with pictures or photographs to show the relationship between family members

How they, their family and friends commemorate past events that are important to them e.g. birthdays, religious festivals, family reunions, community commemorations) (ACHASSK012)

How the stories of families and the past can be communicated, for example, through photographs, artefacts, books, oral histories, digital media and museums (ACHASSK013)

HUMANITIES AND SOCIAL SCIENCE SKILLS

Questioning and Researching

Pose questions about past and present objects, people, places and events (ACHASSI001)
Collect data and information from observations and identify information and data from sources provided (ACHASSI002)

Analysing

Compare objects from the past with those from the present and consider how places have changed over time (ACHASSI006)

Communicating

Share observations and ideas, using everyday language (e.g. oral retell, drawing, role-play) (WAHASS10)

YEAR 1

HASS – HISTORY

Knowledge and Understanding

Differences in family sizes, structures and roles today, and how these have changed or remained the same over time (ACHASSK028)

Elaborations:

- considering a range of family structures as well as kinship groups, tribes and villages
- comparing families in the present with those from the recent past in terms of their size and structure

How the present, past and future are signified by terms indicating time, as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons (ACHASSK029)

Elaborations:

- predicting, using knowledge of the past and present and ordering these references to time in sequence using terms such as 'before', 'after', 'next', 'then', 'a long time ago', and 'then and now'

The differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods and how daily lives have changed (ACHASSK030)

Elaborations:

- comparing what has changed over time (for example, homes, family traditions, leisure, communication technology, rules, how needs were met then and now, wants, and shopping/consumer habits)

HUMANITIES AND SOCIAL SCIENCE SKILLS

Questioning and Researching

Pose questions about past and present objects, people, places and events (ACHASSI018)
Collect data and information from observations and identify information and data from sources provided (ACHASSI019)

Analysing

Compare objects from the past with those from the present and consider how places have changed over time (ACHASSI023)

Evaluating and Reflecting

Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps (ACHASSI025)

Communicating

Present narratives, information and findings in oral, graphic and written forms using simple terms to denote the passing of time and to describe direction and location (ACHASSI027)