



# ARE WE THERE YET?

PP Y1

HASS - HISTORY

**From camel waggons to bicycles, transport has always been an essential part of our lives.**

Stepping into Revolutions Transport Museum students will explore some of the historic transport items from our collection. They will discover what they were used for while examining what has changed in transport throughout history and what has remained the same.

In this program, your students will:

- ✓ Gain an understanding of what transport is and why it is important in our lives and to the community.
- ✓ Reflect on how transport has changed over time and note that some things have stayed the same.
- ✓ Identify how changes can be big and noticeable, or small and subtle.
- ✓ Understand that transport will continue to change over time but our need for transport will remain.

## WHAT TO EXPECT



We begin by discussing the different types of transport that were used in the past, asking the students what they think has changed and what has stayed the same.



As a class, your students will watch an engaging film about the history of transport in WA, titled 'Are we there yet?'.



In groups, the class will explore different transport objects from the past that are featured in the museum. The students will compare these objects to what we use now and discuss their similarities and differences.



The groups share their conclusions with the whole class and discuss what they observed and experienced.



<b>Cost</b>	\$6.00 per child
<b>Availability</b>	Monday to Friday
<b>Duration</b>	60 mins
<b>WA Curriculum Links</b>	<span style="color: #FFC000;">■</span> HASS - History <i>See over for details.</i>

### Important information:

- Parent helper assistance is required for individual groups.



## WA CURRICULUM LINKS

### PRE-PRIMARY

#### HASS – HISTORY

##### Knowledge and Understanding

##### History – Personal and family histories

How the stories of families and the past can be communicated and passed down from generation to generation (e.g. photographs, artefacts, books, oral histories, digital media, museums) and how the stories may differ, depending on who is telling them. (ACHASSK013)

Elaborations:

- recognising that stories of the past may differ depending on who is telling them (for example, listening to stories about the same event related by two different people such as a mother and a grandmother)

#### HUMANITIES AND SOCIAL SCIENCE SKILLS

##### Questioning and Researching

Identify prior knowledge about a topic. (WAHASS01)  
Pose questions about the familiar and unfamiliar. (WAHASS02)  
Explore a range of sources. (WAHASS03)

##### Analysing

Process information and/or data collected. (WAHASS05)  
Explore points of view. (WAHASS06)

##### Evaluating

Draw conclusions based on discussions of observations. (WAHASS08)  
Participate in decision-making processes. (WAHASS09)

##### Communicating and Reflecting

Reflect on learning. (WAHASS12)

### YEAR 1

#### HASS – HISTORY

##### Knowledge and Understanding

##### History – Present and past family life

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

Elaborations:

- predicting, using knowledge of the past and present (for example, what happened yesterday, what is likely to happen tomorrow, upcoming birthdays, celebrations and seasons) 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 and commenting on photographs and oral histories to find out how daily lives have changed.
- comparing what has changed over time.

Elaborations:

- exploring photographs, newspapers, oral histories, diaries and letters to investigate how an aspect of life in the local community has changed over time.

#### HUMANITIES AND SOCIAL SCIENCE SKILLS

##### Questioning and Researching

Reflect on current understanding of a topic. (WAHASS13)  
Pose questions about the familiar and unfamiliar. (WAHASS14)  
Locate information from a variety of provided sources. (WAHASS15)

##### Analysing

Identify relevant information (WAHASS17)  
Explore points of view (e.g. understand that stories can be told from different perspectives) (WAHASS19)

##### Evaluating

Draw conclusions based on information and/or data displayed in pictures, texts and maps. (WAHASS21)  
Participate in decision-making processes. (WAHASS22)

##### Communicating and Reflecting

Reflect on learning and respond to findings. (WAHASS25)

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