

# OVERVIEW



## History in a Box

## Year 3 Program

The Theatre-In-Education day program 'History in a Box', set in Fort Lytton National Park, provides the context for an inquiry into the significant historical features of the Moreton Bay area and the influence of the community in shaping this site, both in the past and today.

Through use of drama, students explore the connection of Fort Lytton to local and world events, places, people and the corresponding eras of history. They actively interrogate the physical site and historical sources. Theatre-In-Education actors build an appreciation of the events, people and lifestyles that influenced the local area, including Indigenous peoples.

The many themes explored stimulate questions, thoughts and feelings that motivate students to reflect on concepts of continuity and change and to explore these from various perspectives. They are asked to reflect on and record their personal opinions and views on the place and importance and significance of cultural heritage today.

### Curriculum Intent

#### Humanities and Social Sciences

##### Inquiry and Skills

###### Questioning

- Pose questions to investigate people, events, places and issues ([ACHASSI052](#))

###### Researching

- Locate and collect information and data from different sources, including observations ([ACHASSI053](#))
- Sequence information about people's lives and events ([ACHASSI055](#))

###### Analysing

- Examine information to identify different points of view and distinguish facts from opinions ([ACHASSI056](#))

###### Evaluating and reflecting

- Interact with others with respect to share points of view ([ACHASSI059](#))

##### Knowledge and Understanding

###### History

- The importance of Country/Place to Aboriginal and/or Torres Strait Islander Peoples who belong to a local area ([ACHASSK062](#))
- How the community has changed and remained the same over time and the role that people of diverse backgrounds have played in the development and character of the local community ([ACHASSK063](#))

##### General Capabilities

###### Critical and creative thinking

- Inquiring- identifying, exploring and organizing information and ideas
- Reflecting on thinking and processes
- Analysing, synthesising and evaluating reasoning and procedures

###### Literacy

- Comprehending texts through listening, reading and viewing
- Composing texts through speaking, writing and creating
- Grammar knowledge
- Word knowledge



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## *Ethical understanding*

- Understanding ethical concepts and issues
- Exploring values, rights and responsibilities

## *Personal and social capability*

- Social awareness
- Social management

## **Cross-curriculum Priorities:**

### *Aboriginal and Torres Strait Islander Histories and Culture*

- Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place
- Aboriginal and Torres Strait Islander peoples live in Australia as first peoples of Country or Place and demonstrate resilience in responding to historic and contemporary impacts of colonisation

### *Sustainability*

- Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments
- Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments

## **C2C HASS Unit 1 ‘Our Unique Communities’**

\*A Curriculum Activity Risk Assessment is available upon request



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