

Finding out about the past

God is Truth

Spiritual Awareness

In order to find out about the past we have to have evidence. Evidence can be in the form of reliable information, either oral or written, from someone who lived in the past.

Information about the past is only reliable when a report about the past is a truthful account of what was seen and heard.

Gaining a truthful record of the past not only applies to history, but to the origin of the universe. God is the only person who was present at its creation, so we must accept His account in Genesis if we really want to know the truth. The Bible is a record of truth about the past, and a sure foundation for history.

Bible references

Bible stories and passages

Matthew 7:24-27 The house on the rock

Genesis 1 The creation

Genesis 6-8 Noah's ark – a true historical event

The Gospels of Matthew, Mark, Luke and John: the writers were eye witnesses of the life and miracles of Jesus

Memory verses

Psalm 12:6 The promises of the Lord can be trusted; they are as genuine as silver refined seven times in the furnace.

John 14:6 Jesus said, "I am the way, the truth and the life."

Psalm 119:89 Your word O Lord will last forever.

Proverbs 3:5 Trust in the Lord with all your heart. Never rely on what you think you know.

Key questions

How do we find out about the past?

How do we know whether information about the past is true?

How does the Bible help us to know about the past?

What aspects of the past can you see today? What do they tell us?

What remains of the past are important to the local community? Why?

How have changes in technology shaped our daily life?

Outcomes

Students will

Knowledge

- understand that finding out the truth about the past requires evidence
- explore, recognise and appreciate the history of their local area by examining remains of the past

- explore the history of significant persons, buildings, sites or part of the natural environment in the local community and find out what it reveals about the past
- find out the cultural or spiritual significance of a historical site, e.g. a community building, a church, a landmark, a war memorial
- explore the impact of changing technology on people's lives (at home and in the ways they worked, traveled, communicated, and played in the past)

Skills

- sequence familiar objects and events in chronological order
- distinguish between the past, present and future
- pose questions about the past using sources provided
- research
- explore a range of sources about the past.
- identify and compare features of objects from the past and present
- explore a point of view
- develop a narrative about the past
- use a range of communication forms (oral, graphic, written, role play) and digital technologies

Values

- pursue knowledge about the past
- show respect for cultural and historical traditions
- display an inner quest to find out the truth about the past
- discern what is true or false

Activities

- Visit buildings and landmarks in the local area and use these to try to find out about the past.
- Read written facts will be found on monuments, war memorials and gravestones.
- Are there any monuments or landmarks to commemorate to famous people, or people who have served our country?
- Record findings
- Look at styles of architecture and decide which era these are from.
- Invite guest speakers - grandparents or great grandparents who can tell us about the past.
- Look for geological evidence of events of the past, e.g. road cuttings showing rock layers, volcanic rocks, fossils in rocks.
- Discuss the way in which fossils were formed when layers of earth were laid down quickly in the Great Flood. Look at pictures of the evidence.
- Discuss the fact that for an event of the past to be accurately recorded there must be evidence. There is no evidence to support millions of years.
- Draw a time line to show the progress of technology and transport over time. Discuss how we know that the horse and carriage existed before the car.

- Discuss: Some people say that dinosaurs existed before people. How could you explain that this was not true?

Assessment

Make a book about the history of our community – include places and buildings in the community that tell us about the past; people of the past.

Asses whether students can analyse aspects of daily life to identify how some have changed over recent time while others have remained the same; describe a person, site or event of significance in the local community; sequence events in order, using a range of terms related to time; pose questions about the past and use sources provided (physical, visual, oral) to answer these questions; compare objects from the past and present.

Link with Australian Curriculum

History Year 2: The history of a significant person, building, site or part of the natural environment in the local community can tell us about the past; technology in our community has changed over time

Learning Connections

English: study past, present and future tense; develop a narrative about the past using a range of texts; read the story of Mary Jones and her Bible – *Themes for Christian Studies 4, (Truth)*

Science: Fossils and dinosaurs – see separate Building Blocks unit.

Art: Creation collage; dinosaur prints – cut out shapes of dinosaurs and use rollers and thin paint to make prints

Related Beacon Media Resources:

Units of Study – Student workbook: *Dinosaurs*

Visual Language Unit: *Fossils*