

Stage 4 Decoding History

Teacher Resource



Temora Aviation Museum

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Decoding History

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1. The Program

Decoding History is an education program for Stage 4 students designed to complement the NSW History syllabus *The Ancient World Depth Study 1- Investigating The Ancient Past* .

Decoding History re-introduces students to the concepts of historical investigation They will learn how to interpret primary sources, providing them with an understanding of everyday life and social values during WWII.

Students will also learn how to look for physical evidence of historic structures in a built environment.

Utilising their research skills the students will investigate an Australian historical mystery which is still surrounded by controversy to this day.

1.1 Aims and Objectives

The objective of the program is to provide students with the opportunity to explore history through primary source material and gain practical skills through investigation.

The aim of the program is to:

- Reintroduce students to the concepts of historical investigation and involve students directly in the process of historical inquiry.
- Provide students with the opportunity to investigate site specific primary sources and engage them in directly interpreting these sources in relation to the physical evidence.
- Provide students with opportunity to consider the similarities and differences between the past and present.
- Develop an understanding of cause and effect with historical reference.
- Impart an understanding of why heritage conservation is important
- Challenge students to consider the past as a relevant factor to the present.



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1.2 Areas of the Syllabus Addressed

In addition to the syllabus areas outlined below *Decoding History* has been designed to adhere to the principles of Quality Teaching.

| History Investigating the Ancient Past | |
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| Outcomes | Content |
| HT4-1 Describes the nature of history and archaeology and explains their contribution to an understanding of the past | Identify the origin and purpose of primary and secondary sources (ACHHS209, ACHHS152) Locate, select and use information from a range of sources as evidence (ACHHS210, ACHHS153) |
| HT4-5 Identifies the meaning, purpose and context of historical sources | Draw conclusions about the usefulness of sources (ACHHS211, ACHHS154) Identify and describe different perspectives of participants in a particular historical context (ACHHS212, ACHHS155) |
| HT4-6 Uses evidence from sources to support historical narratives and explanations | Interpret history within the context of the actions, attitudes and motives of people in the context of the past (ACHHS212, ACHHS155) Ask a range of questions about the past to inform an historical inquiry (ACHHS207, ACHHS150) |
| HT4-8 Locates, selects and organises information from sources to develop an historical inquiry | Identify and locate a range of relevant sources, using ICT and other methods (ACHHS208, ACHHS151) Select and use a range of communication forms (oral, graphic, written and digital) to communicate effectively about the past (ACHHS214, ACHHS157) |
| HT4-9 Uses a range of historical terms and concepts when communicating an understanding of the past | The methods and sources used to investigate at least ONE historical controversy or mystery that has challenged historians or archaeologists, such as an analysis of unidentified human remains (ACDSEH030) |
| HT4-10 Selects and uses appropriate oral, written, visual and digital forms to communicate about the past | |



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2. Activities

2.1 What is History?

- Ask the students to brainstorm the definition of history and the key terminology used during its study. Using the key terms come up with a definition of 'history'.
- What are the definitions of 'heritage' and 'conservation'.

2.2 Your History

- Ask students to find out where their family members were during WWII and what they did. Have students interview their parents, grandparents or great-grandparents about their family members' experiences during WWII. Students should collect copies of family photos, letters, clothing or objects from the period. Have students then compile a report on their family history during the period.

2.3 Primary vs Secondary sources

- Students are asked to identify types of primary and secondary sources and explain the difference between fact and opinion. Some examples are provided.

2.3 Reading a Site

- Students are to identify where the buildings in the photographs are found on the map.

2.4 Mystery Investigation: Canberra Disaster

- Students are to read the article in their workbooks and answer the questions.

2.5 My Research Project

- Students are to research online and decide which topic their project will be on. Then follow the project guidelines in their workbooks



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3. Additional Resources

3.1 Introduction to 10 EFTS

Temora has a rich and noteworthy aviation history having been home to the No. 10 Elementary Flying Training School (10 EFTS) set up by the Royal Australian Air Force (RAAF) in May 1941. 10 EFTS was the largest and longest lived of the flying schools established under the Empire Air Training Scheme during World War Two (WWII).

Throughout WWII more than 10,000 personnel were involved at the school with upwards of 2,400 pilots being trained. At its peak the unit contained a total of 97 de Havilland Tiger Moth aircraft. Four satellite airfields were set up around the Temora district to cope with the demand to train RAAF pilots. No 10 EFTS ceased operation on 12 March 1946 making it the last WWII flying school to close.

The Empire Air Training scheme was a program implemented during the Second World War to train aircrew from the nations of the Commonwealth for service with Britain's Royal Air Force (RAF). Realising it did not have the resources to maintain the RAF at an adequate strength to confront Germany, the United Kingdom proposed in September 1939 that 50 elementary flying schools be established in Australia, Canada and New Zealand. The graduates of these schools would then receive advanced training in Canada and proceed to Britain for service with the RAF. A conference was held at Ottawa, Canada in October 1939 to discuss the proposal. After several weeks of bargaining, an agreement was signed on 17 December 1939.

Australia undertook to provide 28,000 aircrew over three years, which represented 36% of the total number of aircrew proposed to be trained under the scheme. Under Article XV of the agreement it was proposed that each country's aircrew would serve in distinct national squadrons once they arrived in Britain. The first basic flying course started on 29 April 1940, when training began simultaneously in all participating countries and the first contingent of Australian airmen embarked for Canada on 14 November 1940.

The agreement was renewed for an additional two years in March 1943 although the RAF already had a large surplus of aircrew. Throughout 1944 Australia's contribution to the scheme was wound back at Britain's instigation, and it effectively ended in October 1944 although it was not formally suspended until 31 March 1945. By this time, over 37,000 Australian airmen had been trained as part of the Empire Air Training Scheme. Despite Article XV, the bulk of these aircrew served not with the designated Australian squadrons, but with RAF squadrons.



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3.2 Suggested Resources

Printed Publications

Wings over Temora by Ron Maslin (available from the Museum Gift Shop)

Internet Resources

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| Temora Aviation Museum | www.aviationmuseum.com.au |
| Australia's War 1939-1945 | www.ww2australia.gov.au |
| Australian War Memorial | www.awm.gov.au |
| Australians At War | www.australiansatwar.gov.au |
| National Library of Australia | www.nla.gov.au |
| Australian Air Force | www.airforce.gov.au |
| Department of Veterans' Affairs | www.dva.gov.au |
| By Word of Mouth: Conducting Oral Histories | http://www.curriculumsupport.education.nsw.gov.au/primary/hsie/assets/pdf/wordmouth.pdf |
| National Archives of Australia | www.naa.gov.au |
| National Museum of Australia | www.nma.gov.au |
| NSW State Records | www.records.nsw.gov.au |
| Historic Houses Trust of New South Wales | www.hht.net.au |
| National Trust | www.nationaltrust.org.au |
| Australian Biography | http://australianbiography.gov.au |

