

Mathematics Level 7

Chapter 1 — Historical Knowledge and Understanding: Personal histories

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Our family stories

In this part we look at the people we love. We get to know who is in a family, and the close people who are not family. We get to know where they were born and where they grew up. We draw them, map them, and tell their stories.

You, the teacher, read every word on these pages. The children listen, look, draw, say and tell. No part needs the children to read. A draw or a tell is a good answer.

Words to say and read

Say each word, and the children say it after you. Use the pictures as you say.

family — the people who love you and look after you.

close connections — people you see and know well, who are not in your family. A good friend or a teacher can be one of your close connections.

born — when you first came into the world. The day you were born is your birthday.

grew up — to get bigger and older, and to live in a place. The book also says “raised”. It is the same as “grew up”.

aunty and uncle — a sister or brother of your mum or dad.

cousin — the child of your aunty or uncle.

grandma and grandpa — the mum and dad of your mum or dad.

Look at Picture 1. These are the people who can be in a family. Look at Picture 2. These are close people who are not in a family.

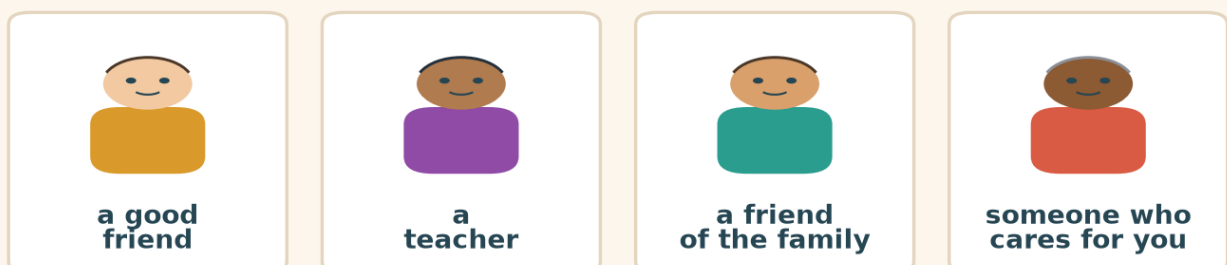
People in families



Say each word. Then say who is like this in your life.

Twelve cards, each with a person: mum, dad, sister, brother, baby, grandma, grandpa, aunty, uncle, cousin, and the people who care for me.

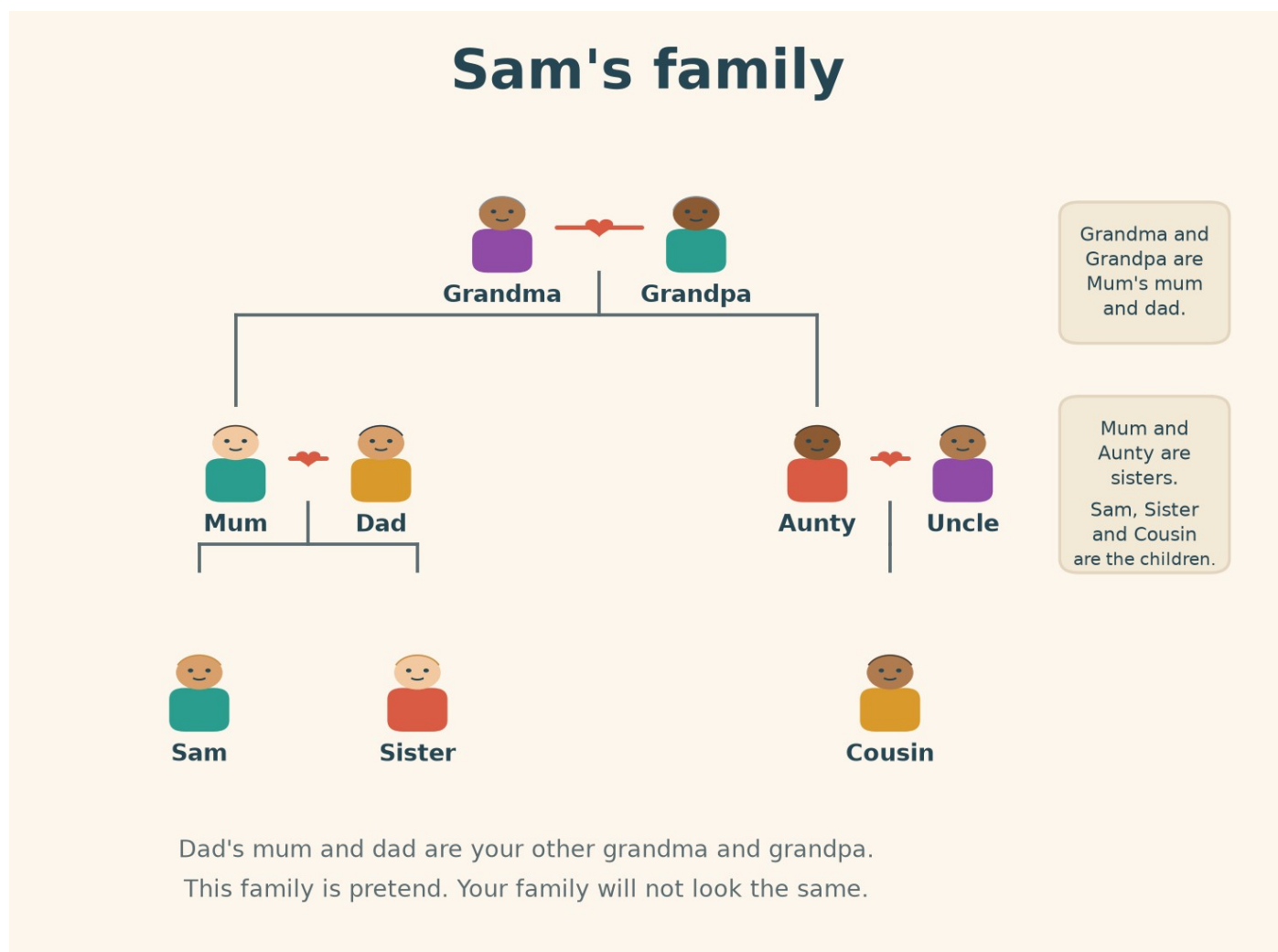
Close connections



These people are close to you. They are not in your family.
Your close connections may be different. That is ok.

Four cards: a good friend, a teacher, a friend of the family, and someone who cares for you.

Look at Picture 3. It is a family tree. It shows how a family are related. Grandma and Grandpa are at the top. Mum and Aunty are sisters. Sam, Sister and Cousin are the children. Dad's mum and dad are his other grandma and grandpa. Sam's family is a story family. Your family will not look the same.



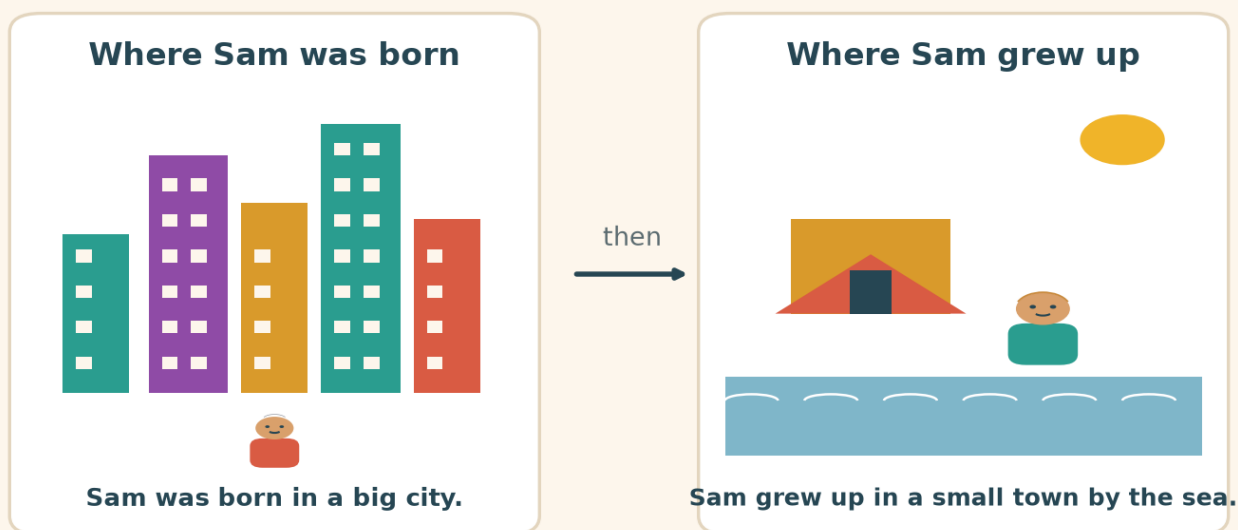
A family tree for Sam's story family. Grandma and Grandpa at the top, then Mum, Dad, Aunty and Uncle, then Sam, Sister and Cousin at the bottom.

Story time

Read this as you show Picture 4.

Everyone has a story. Your story starts on the day you were born. You were born in one place. Maybe you grew up in the same place. Maybe you grew up in a new place. The people who love you have stories too. Sam was born in a big city. Then he grew up in a small town by the sea. Today we will listen to family stories. We will draw our people and tell their stories.

Two places in Sam's story



A person is born in one place. Then they grow up. It can be the same place, or a new one.

Two cards with an arrow that says "then". Sam was born in a big city. Then Sam grew up in a small town by the sea.

The teacher shows how

Show 1 — Where was Sam born? Where did he grow up?

Show Picture 4. Point to the city and say: Sam was born in a big city. Point to the town and say: Sam grew up in a small town by the sea. Then show the place cards in Picture 5. Say each place: a big city, a small town, a farm, by the sea, in the mountains, another country. The children say each place after you.

Where were they born? Where did they grow up?

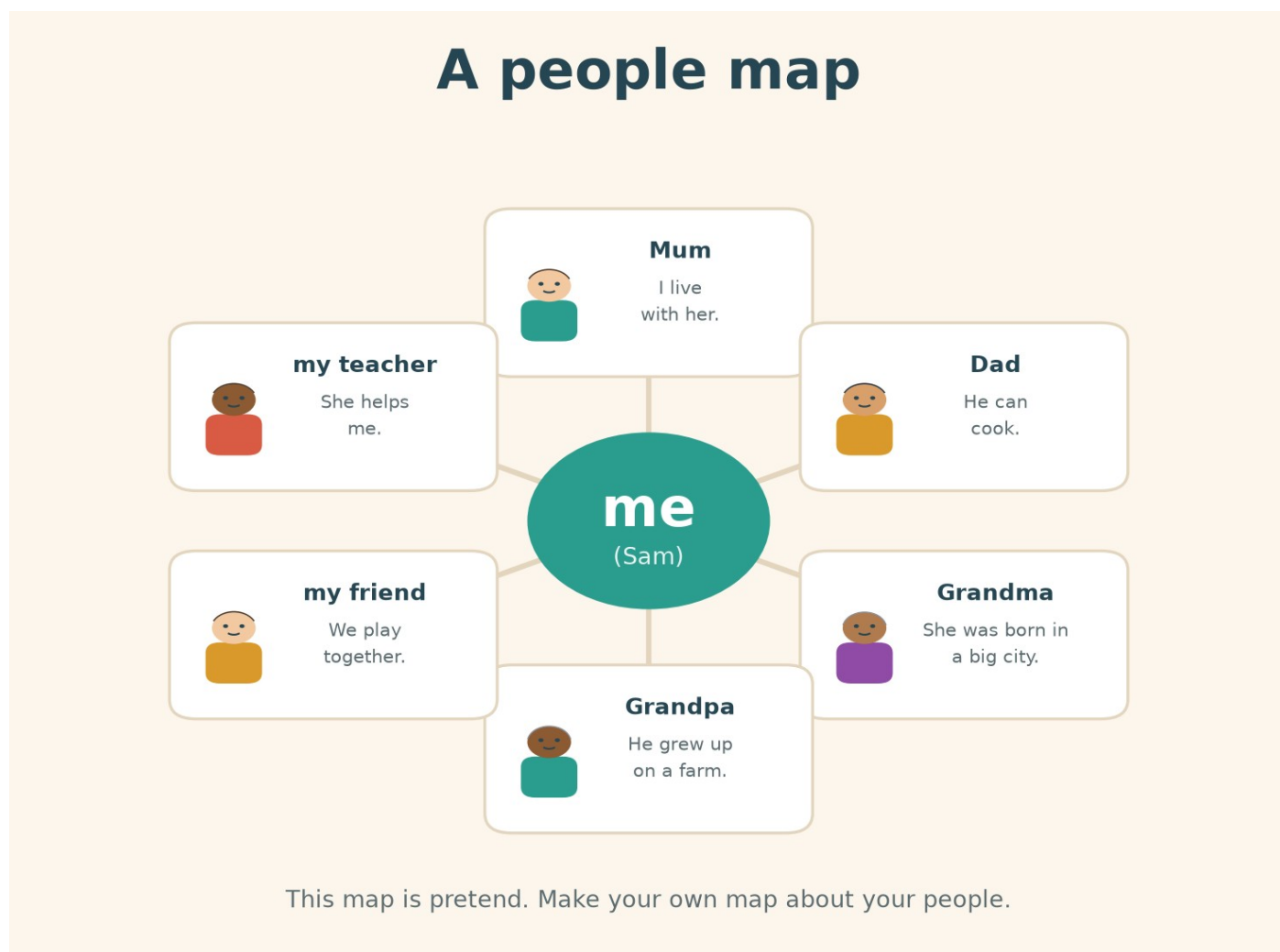


Use these cards when you talk about where your people were born.

Six place cards: a big city, a small town, a farm, by the sea, in the mountains, and another country.

Show 2 — Sam's people map

Show Picture 6. Point to the middle and say: This is Sam. Point to each person and say who they are: This is Sam's mum. This is Sam's dad. This is Sam's grandma. Sam is close to them all. A line goes from Sam to each one.

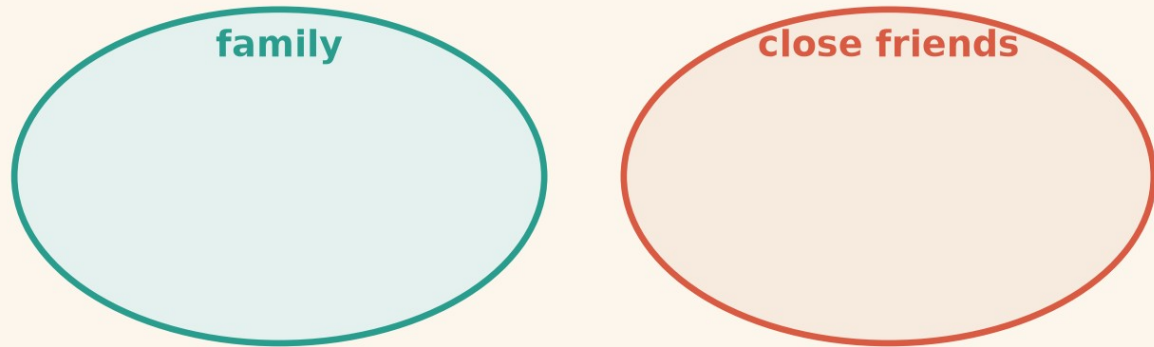


A people map with Sam in the middle and lines out to mum, dad, grandma, grandpa, a good friend and a teacher.

Do together

T1. Look at Picture 7. There are two circles. Put the family people in the family circle: mum, dad, sister, brother, grandma, grandpa, aunty, uncle, cousin. Put the close people who are not family in the other circle: a good friend, a teacher. Say why each one goes where it goes.

Put each card in a ring



Talk about each card first. Is this person family, or a close friend? Then put it in.



Two circles. The family circle has mum, dad and grandma cards. The close circle has a friend and a teacher card.

T2. Play “Who am I?” Say: I am a girl. I am your mum’s mum. Who am I? The children say: grandma! Then say: I am your dad’s dad. (grandpa) I am your mum’s sister. (aunty) I am your aunty’s child. (cousin) I am not family, but I am close. I help you at school. (teacher)

T3. Say: Sam was born in a big... The children say: city! Say: Sam grew up by the... The children say: sea! Do more: a small (town), a (farm), the (mountains), another (country).

T4. Look at Picture 8. These are questions to ask a friend. Ask: Where were you born? Listen to the answer. Then your friend asks you.

Cards to ask your people

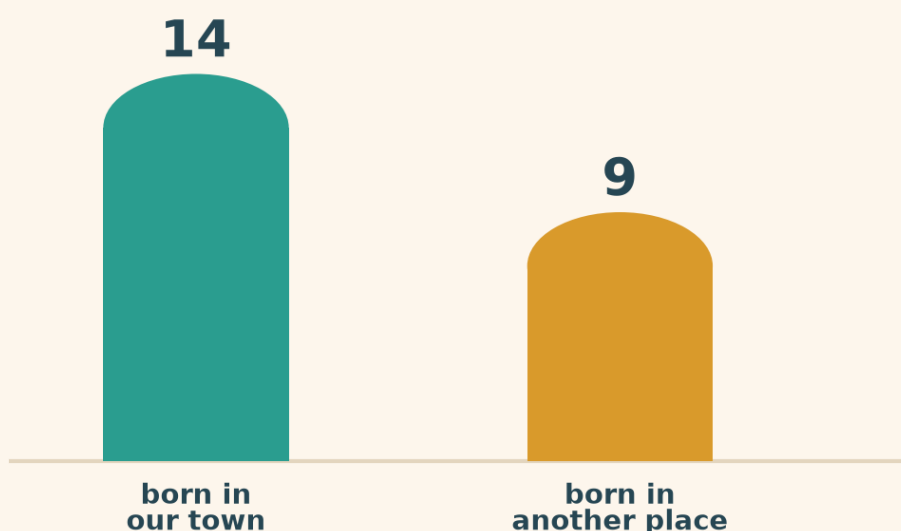


Ask at home. Listen to the answer. Then tell the class.

Four question cards: *Where were you born? Where did you grow up? Who is in your family? What do you like to do?*

T5. Make a class people map, like Sam's map in Picture 6. Each child says one person they love. Put each person on the map with a line to the child's name. Then look at Picture 9. It is a class chart about where people were born. It is not our class, but our class can make one too.

Where were the people in a pretend class born?



Each child picked one person they love. The numbers are pretend. Your class can make one too.

A class chart. 14 people were born in our town. 9 were born in another place.

Do on your own

T6. Look at Picture 10. It is a drawing with words. Now you draw one person you love. Say the words about them. Your teacher will write them for you.

A drawing with words

This is my grandma.
Her name is May.
She was born in a small town.
I love her.
She can cook very well.
She grew up on a farm.

Draw one person you love. Then say the words. Your teacher can write them for you.

A child's drawing of a grandma, with lines to words: This is my grandma. Her name is May. She was born in a small town. She grew up on a farm. She can cook very well. I love her.

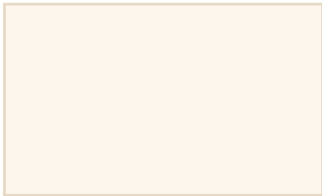
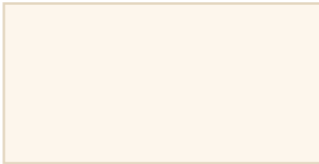
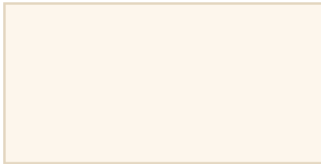
T7. Make your own people map, like Sam's map in Picture 6. Draw you in the middle. Draw the people you are close to. Draw a line from you to each one.

T8. Tell a friend three things about the person you drew. Say: who they are. Say: where they were born. Say: one thing you love about them.

Tell your family story

Look at Picture 11. It has three boxes. Draw your story in the boxes. Box 1: who is in your family. Box 2: where they were born and where they grew up. Box 3: what you love about them. Then tell your story to a friend. Your teacher will write your words.

My family story

1 Who is in your family?  Draw them here.	2 Where were they born? Where did they grow up?  Draw the place here.	3 What do you love about them?  Draw it here.
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Draw your story in the frames. Then tell it. Your teacher will write your words.

Three boxes to draw your family story: who is in your family, where they were born and grew up, and what you love about them.

This is what a good tell is like:

This is my grandma May. She was born in a small town. She grew up on a farm. She can cook very well. I love her.

What good work looks like

A good story tells:

- who is in my family, and who is close to me
- where they were born, and where they grew up
- how they are related to me, and why I love them

Codes for this part

VC2HH2K01

VC2HH2K01.E01

We do part of E01 here. One part is left out. The words at the front of the book say why.

VC2HH2K01.E02

VC2HH2K01.E03

Families and roles: then and now

For the teacher — what this section owns. Code: VC2HH2K02 (Historical Knowledge and Understanding · Personal histories · Foundation to Level 2 band, Victorian Curriculum 2.0). **Draws on:** VC2HH2K02 .E01 family types, taught through the neutral list recorded in TOC §2 D3 (the kinship-groups item is not taught); VC2HH2K02 .E02 today's families against families of the recent past — here, how many kids were in each family across the generations; VC2HH2K02 .E03 family jobs long ago against family jobs now. **Scored against the band achievement standard (stated at the end of Level 2):** children say what stayed the same and what changed in their own family life, and tell the important things about it. The Big task at the end of this section is scored against that language.

Words we use

- **family** — the people who love you and look after you.
- **role** — a job a person does. In a family, a role is a way a person helps.
- **past** — the time before now. Long ago.
- **present** — now. Today.
- **source** — a thing that tells us about the past. An old photo is a source. A story your grandma tells is a source.

For the teacher — defined terms (house rule, `CONTESTED_TERMS.md`). The Victorian Curriculum uses *family*, *family structures* and *roles* but does not define them. This section therefore treats a **family** as the group of people who love and look after a child — by living together, by being related, or by being chosen — and a **role** as the jobs and ways a person helps in their family. Every task on the child page is answerable on those definitions alone. The family-types list is VCAA's own elaboration list (TOC §2 D3), taught as named kinds, each drawn with a child-level description; no family kind is presented as better or more usual than any other.

The teacher reads to us

The teacher reads every line. You listen, point, count and tell.

Step 1 — Family.

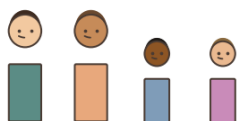
Say: *You have people who love you. They look after you. We call them your family. A family is the people who love you and look after you.*

Step 2 — Kinds of families. Show the two family pictures.

Different families — part 1

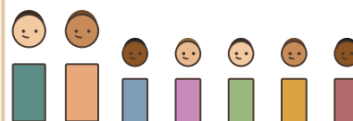
Nuclear family

a mum, a dad and their kids



Large family

lots of people, lots of kids



Single-parent family

one mum or one dad and their kids



Extended family

mum, dad, aunty, uncle,
grandma, grandpa and kids



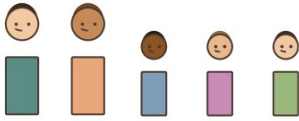
All of these are families. All families are good.

Eight boxes, each showing one kind of family as small people pictures: nuclear family, large family, single-parent family and extended family, with the words all of these are families at the bottom

Different families — part 2

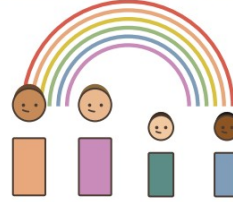
Blended or stepfamily

two families now live as one



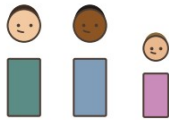
Rainbow family

two mums or two dads and their kids



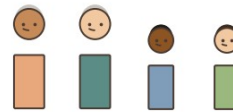
Adoptive or foster family

a child comes to a family
who love and look after them



Grandparent family

grandma or grandpa look after the kids



All of these are families. All families are good.

Four more boxes showing blended or stepfamily, rainbow family, adoptive or foster family and grandparent family, with the words all of these are families at the bottom

Say: Families come in many kinds. Point with me. A nuclear family: a mum, a dad and their kids. A large family: lots of people. A single-parent family: one mum or one dad and the kids. An extended family: kids, mum, dad, aunty, uncle, grandma and grandpa. A blended or stepfamily: two families now live as one. A rainbow family: two mums or two dads and their kids. An adoptive or foster family: a child comes to a family who love them. A grandparent family: grandma or grandpa look after the kids.

Say: Every one is a family. All families are good.

Step 3 — Same and different. Show the same-and-different page.

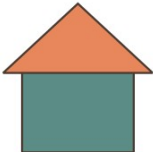
Same or different?

The same

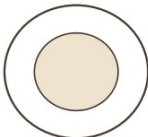
Can be different



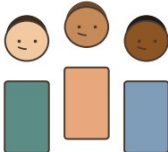
love



a home



food



how many



jobs



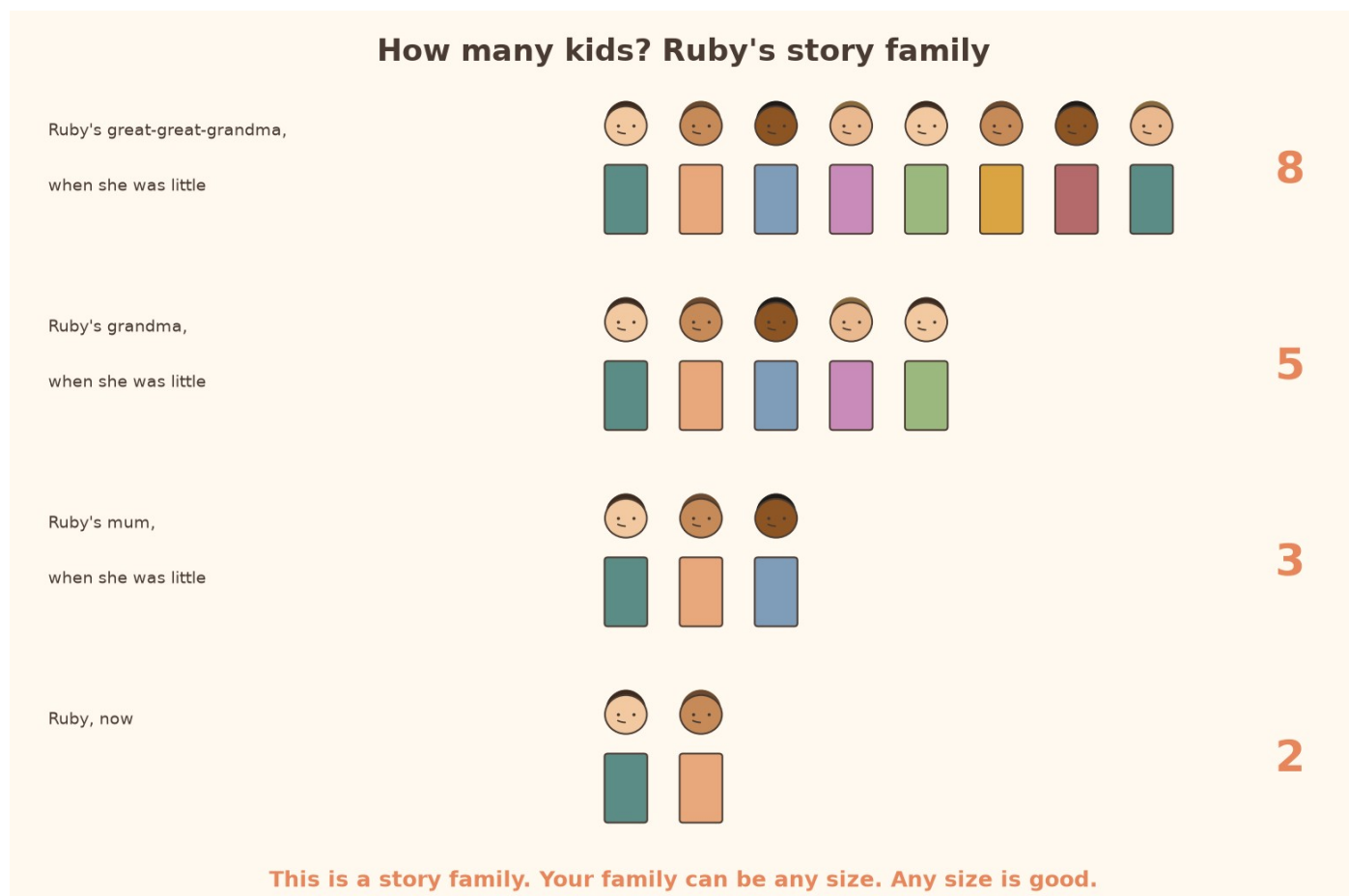
clothes

Put each card in a box. Say: all families ... some families ...

A page with two big boxes, one saying the same and one saying can be different, and six picture cards below: love, a home, food, how many, jobs and clothes

Say: What is the same in all families? People love each other. People give food and a home. People help. What can be different? The people can be different. The size can be different. The jobs can be different.

Step 4 — Family size, long ago and now. Show the story chart.



Four rows of kid pictures showing how many kids were in each family of a story family over time: eight kids long ago, then five, then three, and two kids now, with the numbers 8, 5, 3 and 2

Say: Here is a story family. Long ago, Ruby's great-great-grandma was one of eight kids. Then Ruby's grandma was one of five kids. Then Ruby's mum was one of three kids. Now Ruby has one sister. Two kids. Long ago, many families had lots of kids. Now, many families have two or three kids. Some are still big. Both are good.

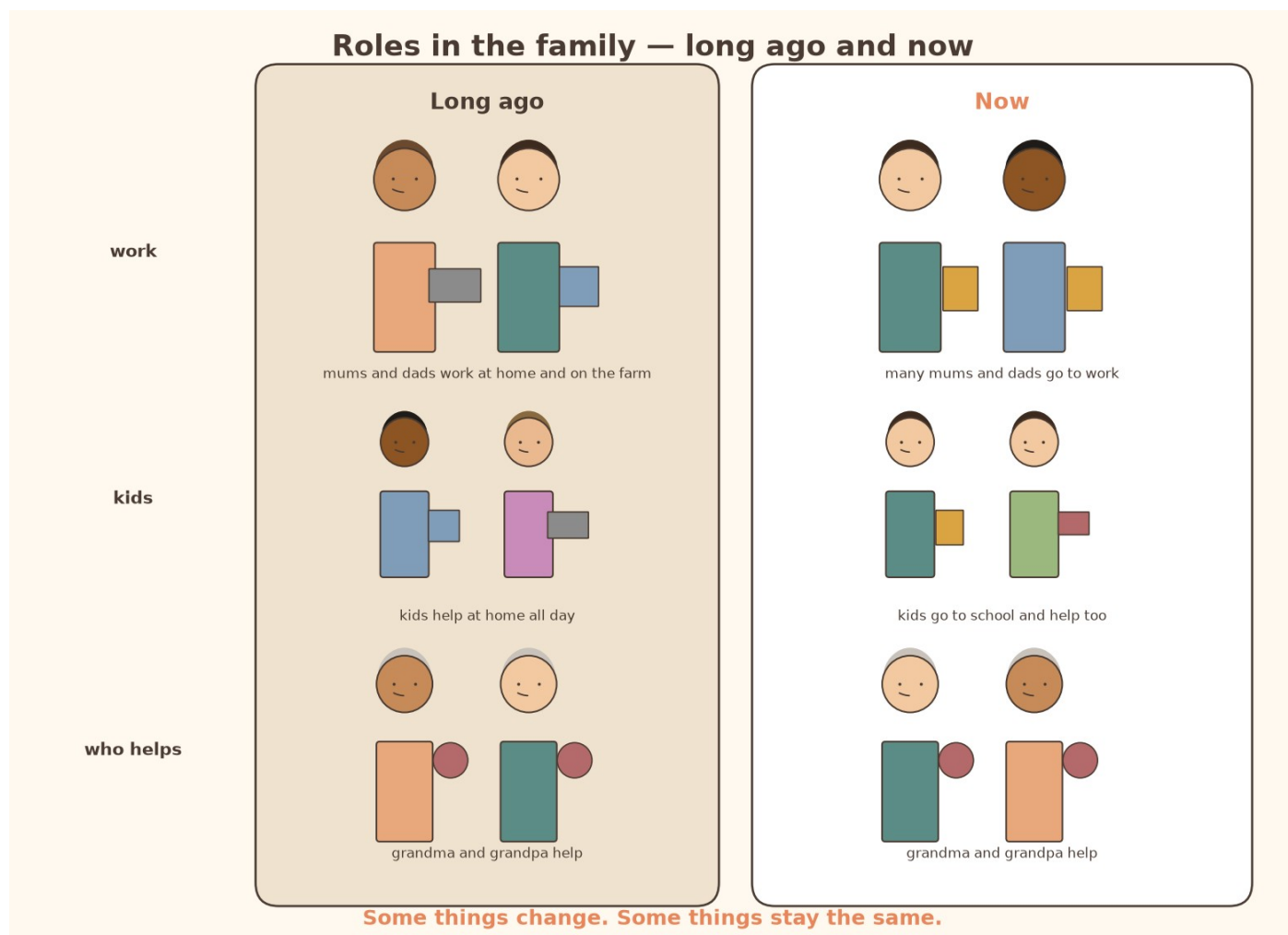
Show the real old photo of the Ferner family.



A real black-and-white photo from 1905 of the big Ferner family, with grandpas, mums, dads and a child in old clothes, standing at their wood house

Say: This is a real photo from the year 1905. That is long ago. It is a source. Look at all the people. It is a big family. Long ago, many families were big, like this one.

Step 5 — Roles, long ago and now. Show the roles chart.



Two big boxes, one for long ago and one for now, with three rows: work, kids and who helps. Long ago, mums and dads work at home and on the farm, and kids help at home all day. Now, mums and dads go to work, and kids go to school. Grandma and grandpa help in both boxes

Say: Long ago, mums and dads did work at home and on the farm. Kids helped at home all day. Many kids did not go to school. Now, mums and dads go to work. Kids go to school. Kids help at home too.

Show the real old photo of the Rankin family.



A real black-and-white photo from 1908 of three people of the Rankin family: a grandma, a mum and a baby, sitting close together in old clothes

Say: *This is a real photo from the year 1908. It is a source. It shows a grandma, a mum and a baby. The baby's name was Annabelle. The grandma and the mum look after the baby. That is the same as families now.*

Step 6 — Change and same.

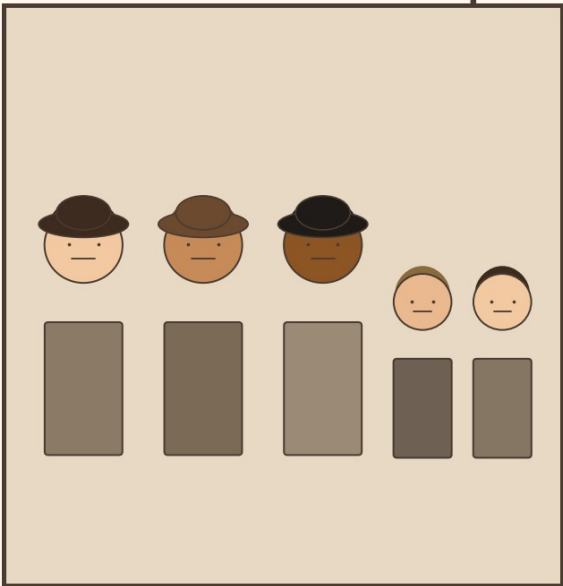
Say: *Families change over time. Family size can change. Jobs can change. But love and help stay the same.*

The teacher shows how

Show 1 — the teacher thinks out loud about a source

Show the old-or-new picture.

Old photo or new photo?

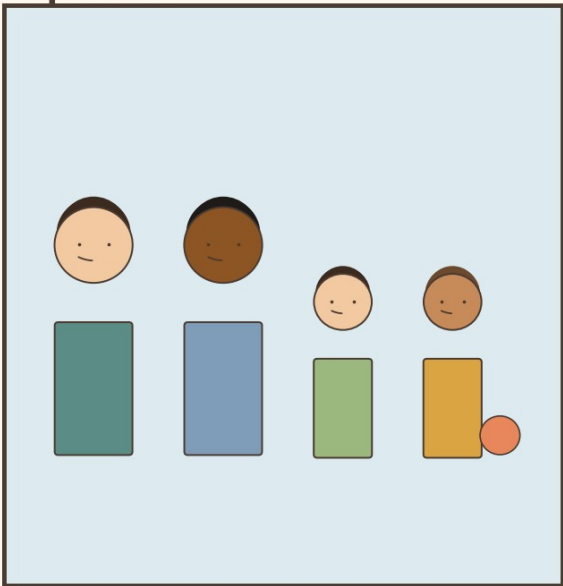


long ago

no colours

old clothes

very still



now

colours

new clothes

big smiles

Circle the clues that say a photo is old.

Two pictures side by side: an old photo of a family in old clothes standing very still, and a new photo with colours of a smiling family in new clothes, with clue words under each: no colours, old clothes, very still, colours, new clothes, big smiles

Say: *I am looking at an old photo. I see no colours. I see old clothes. I see people very still. I think: this photo is from long ago. It is a source. It tells me about families long ago.*

Show 2 — the teacher thinks out loud about roles

Show the roles chart again.

Say: *I look at long ago. Mums and dads work at home and on the farm. I look at now. Mums and dads go to work. The way they work changed. I look at who helps, long ago. Grandma and grandpa help. I look at who helps, now. Grandma and grandpa help. That stayed the same.*

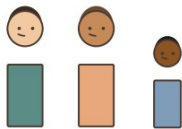
Tasks together

The teacher reads every task.

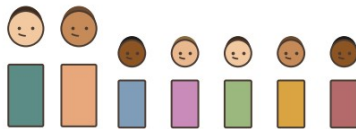
Task 1 — count and say. Show the count page.

Count the people

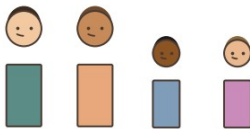
A



B



C



Write the numbers. Circle the family with the most people.

Three family pictures of different sizes in three boxes named A, B and C, each with an empty box to write the number of people

Count the people in each family. Write the numbers. Circle the family with the most people.

Task 2 — point and say. Show the two family pictures again.

Your teacher says a kind of family. Point to it. Then tell your teacher which picture is like your family.

Task 3 — same or different? Show the same-and-different page again.

Put each card in a box. Say: *All families have Some families have*

Task 4 — old or new? Show the old-or-new picture again.

Circle the clues that say a photo is old.

Task 5 — who does the job? Show the match page.

Who does the job?

	cooks the dinner			Mum
	reads to you			Dad
	pushes the swing			Grandma
	fixes your toys			Grandpa
	gives you cuddles			big sister
				you

Draw lines to match. Anyone can do any job!

Five job cards on the left, cooks the dinner, reads to you, pushes the swing, fixes your toys and gives you cuddles, with six people on the right to match them to: Mum, Dad, Grandma, Grandpa, big sister and you

Draw lines to match a job and a person. Say who does each job in your family. Anyone can do any job.

Tasks on your own

Task 6 — draw your family. Show the draw page.

Draw your family



draw your people here

My family has _____ people.

My family loves _____

Tell your teacher about your picture.

A big empty picture box to draw a family in, with lines under it to write on: my family has ... people, and my family loves ...

Draw your family. Tell your teacher: *My family has ... people.*

Task 7 — say a job.

Tell your teacher one job you do in your family.

Task 8 — then and now.

Draw one job from long ago. Draw one job from now. Say one thing that is the same.

Big task — show what you know

Draw two pictures.

Picture 1: your family now. Picture 2: a family long ago, like the old photos we saw.

Then tell your teacher one thing that is the same, and one thing that is different.

For the teacher — scoring the Big task. Listen for and tick: | The child ... | counts toward the band achievement standard when they ... | |—|—| | draws or tells their own family now | tell the important things about their own family life | | draws or tells a family from the past using an old photo or the story chart as a source | tell it from a source | | says one thing that stayed the same | say what stayed the same in family life | | says one thing that changed | say what changed in family life | A child who tells it but does not write it has still met the task: oral response is a full assessment channel at this level (TOC §2 D9).

Class chart

How many people live in your home?

1	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
2	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
3	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
5	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
6	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
7	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
8	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

One mark for each child, in your row. Which row is the longest?

A class chart with rows numbered 1 to 8 and twelve empty mark boxes in each row, asking how many people live in your home

Each child puts one mark in their row. Then look: which row is the longest?

Notes for teachers

Sources (real, named, retrieved 2026-08-24):

- *Portrait of the Ferner family, 1905*. John Oxley Library, State Library of Queensland, image no. 68979. Photograph out of copyright. Via Wikimedia Commons: commons.wikimedia.org/wiki/File:StateLibQld_1_68979_Portrait_of_the_Ferner_family,_1905.jpg. Used in Step 4 as a real extended/large family source from the recent past.
- *Portrait of the Rankin family, 1908*. John Oxley Library, State Library of Queensland, image no. 163907. Photograph out of copyright; sitters named in the SLQ record as Mrs James Thomson, Mrs C.D.W. Rankin and baby Annabelle Jane Mary Rankin. Via Wikimedia Commons: commons.wikimedia.org/wiki/File:StateLibQld_1_163907_Portrait_of_the_Rankin_family,_1908.jpg. Used in Step 5 as a real three-generation source.
- The Ruby family in the size chart and every child name in story contexts are invented (TOC §2 D4); the chart is labelled a story family on the page.

Scope notes:

- Aboriginal and Torres Strait Islander content is excluded (CONTENT_POLICY Rule 1; TOC §2 D3). VC2HH2K02.E01 is taught through its retained neutral family-types list only; the kinship-groups item is not taught and nothing stands in for it.
- No invented schools, councils, museums or suburbs are presented as real; the two historical photographs are the only real-world referents and both carry the citations above.
- Family-size trends are taught only through the invented story family and the two photographs; no national statistics are quoted.
- Roles are presented as changeable and shared: every task states that anyone can do any job, and the roles chart keeps “who helps” identical in both columns to model continuity alongside change.
- Vocabulary: every student-facing word sits at or below Yr1 on the house ladder, except the curriculum’s own words (the elaboration’s family-type names, WORD_LEVEL_POLICY Rule 2 exemption 1) and the defined subject terms *past*, *present* and *source* (exemption 2, defined at first use in “Words we use”).

Daily life then and now

For the teacher — curriculum focus

VC2 codes: VC2HH2K03

Elaborations owned (ids are linkage keys, not teaching order — D7):

- .E01
- .E03
- .E04

Excluded — do not teach (D3): VC2HH2K03.E02 (traditional toys and games of Aboriginal Peoples) is excluded entire and is replaced by nothing. .E01 and .E03 carry “old toys and games” through the neutral artefact route. No Aboriginal or Torres Strait Islander content appears in this section (Rule 1).

Vocabulary contract (D2, ceiling Level 1): all child-facing and read-aloud text sits at Level 1 or below. Exempt classes, mirroring the house book gate: (a) the curriculum’s own words (the codes and elaboration ids); (b) the two defined subject terms — **the past** and **artefact** — each defined at first use in child language; (c) proper nouns and numerals.

Contested-terms note: “the past” and “long ago” are frame-dependent (a six-year-old’s “long ago” is not a historian’s). This section defines *the past* as “time before now” and always anchors it to a named person’s life (grandma, the Ginn family, Alice Oldfield) so the term stays concrete and checkable. Demonstration 2 includes a balanced perspectives moment — some things were better long ago, some are better now — so change is never framed as simple progress.

Assessment focus: the oral/drawn response in *Show what you know* is scored against the band achievement standard, restated in this book’s own words in the marking guide below.

Sources and real referents (retrieved 2026-08-24)

- *Children and their teacher at the Mount Nathan State School, ca. 1913* — State Library of Queensland (John Oxley Library), via Wikimedia Commons. A timber one-room school in the Gold Coast hinterland.
- Blundells Cottage, Canberra — National Capital Authority. Built c.1858 for the ploughman William Ginn (Ginn family c.1860–1874); Flora Blundell (midwife) and George Blundell (bullock driver) lived there 1874–c.1933 with eight children; Harry and Alice Oldfield lived there 1933–1958 — no electricity, kerosene lamps, a camp oven, and Alice chopped three tons of firewood each winter. A living museum since 1964.
- Mem Fox and Julie Vivas, *Wilfrid Gordon McDonald Partridge* (1984) — mentor text for asking older people about their memories.
- Skipping rope — ancient game: stone sculptures from Han China show rope skipping; children in ancient Egypt jumped over vines (Wikipedia).

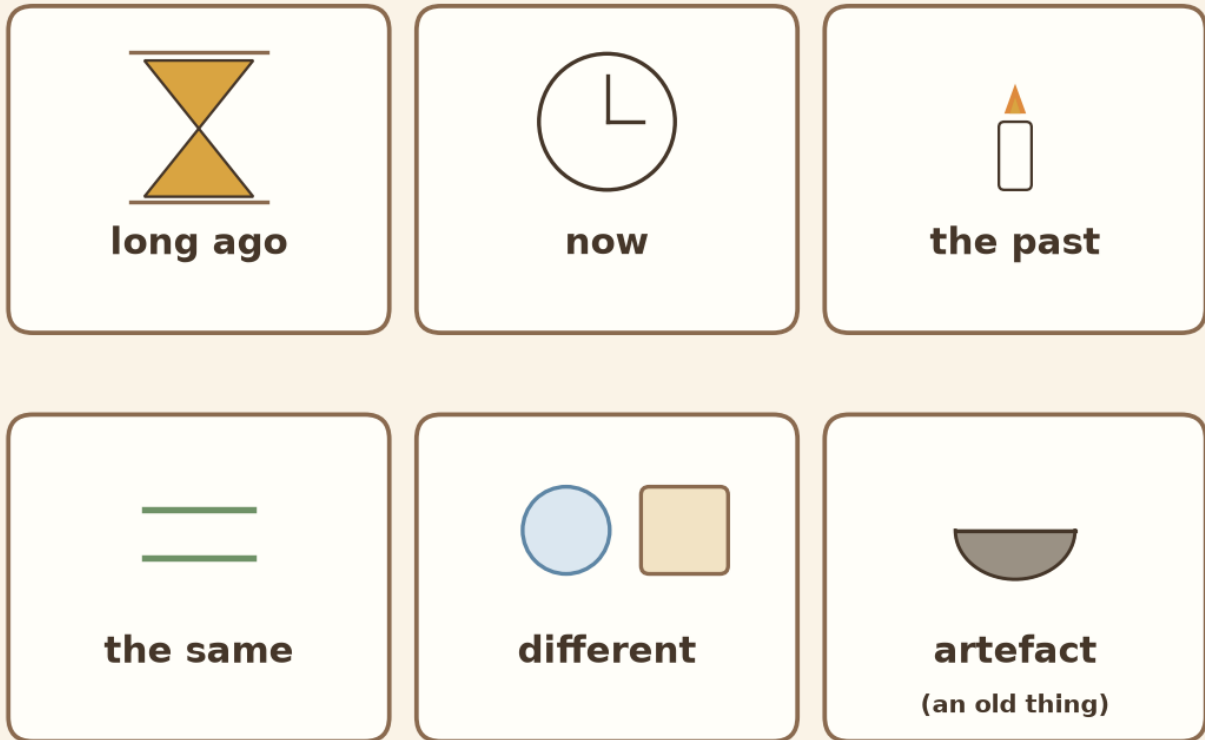
Big ideas — we say them together

Say each line to the class. Children point to the matching word-wall card (picture 10) as you say it.

- Long ago, people did things too. They played. They went to school. They cooked food. They had rules.

- Some things are **the same** now. Some things are **different** now.
- **The past** is time before now. Long ago is in the past.
- An **artefact** is an old thing from the past. An old thing can tell us a story.
- We can ask older people about long ago. They tell good stories.

Word wall



Word wall: six cards — long ago, now, the past, the same, different, artefact (an old thing) — each with a small picture hint

Teaching order — the teacher reads, the children answer

Teacher reads. Children look, point, and answer. No task needs a child to read (D9).

1. **Start — same and different.** Show picture 2. Say: *Two circles. The middle is the same. The sides are different.* Ask: *What games are the same, long ago and now?* (ball, skipping, tag, kites, songs)
2. **Classrooms.** Show picture 3, then picture 4. Ask: *Point to the board in the old room. Point to the board in our room. What is different?* (chalk and beads; computer and tablets)
3. **Games.** Show picture 5. Say: *These games are old. We still play them today.* Ask: *Which game do you play?*
4. **Homes.** Show picture 6, then picture 7. Say: *Long ago, people cooked on a wood fire. They used candles and lamps. Now we switch things on.* Ask: *Name two things we switch on.*
5. **Shops.** Say: *Long ago, people paid with coins at a small shop. Now we can tap to pay.* Ask: *Who has tapped to pay?* — hands up is good; no child needs to have done it.
6. **Ask older people.** Show picture 8. Say: *You can ask at home. Listen to their stories.*

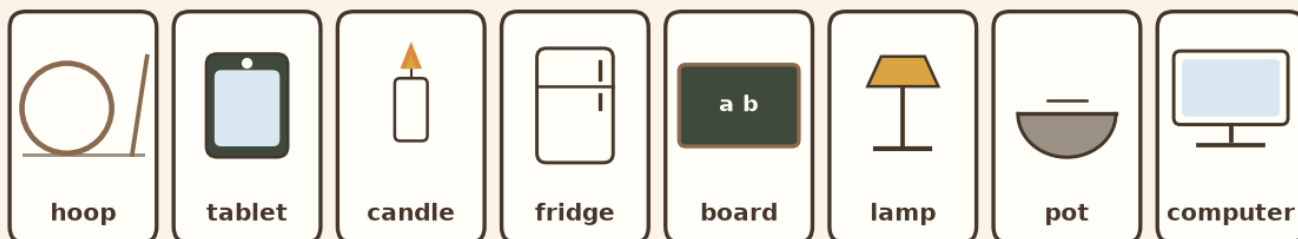
We do — teacher shows 1: sorting long ago and now

Think it through with the sorting board (picture 1). Hold up each card, name it, and place it. Then show picture 2 to finish.

- *A hoop and a stick. Kids played with hoops long ago. It goes under LONG AGO.*
- *A tablet. We use tablets now. It goes under NOW.*

- *A candle. Long ago, candles gave light at night. LONG AGO.*
- *A fridge. Now we keep food cold in a fridge. NOW.*
- *A board with chalk. Long ago, kids wrote on small boards with chalk. LONG AGO.*
- *A computer. We use computers now. NOW.*
- *A pot over a fire. Long ago, people cooked in pots on the fire. LONG AGO.*
- *A lamp. Hmm — a lamp with a little fire inside is long ago. A lamp we switch on is now. Some things can go in both places if we can say why.*

Where does each card go?



Sorting board with two big boxes, *LONG AGO* and *NOW*, and eight picture cards: *hoop, tablet, candle, fridge, board, lamp, pot, computer*

What is the same? What is different?



Some things changed. Some things stayed the same.

Two circles, LONG AGO and NOW, sitting over each other, with the games that stayed the same in the middle

We do — teacher shows 2: a then-and-now chart from a real story

Tell the true story, then build the chart (picture 9) row by row. The story is real; the child, Mia, is a name we made up.

This is a real home from long ago. It is called Blundells Cottage, in Canberra. The Ginn family lived there first. Then the Blundell family lived there — eight kids! They had no lights to switch on. They used lamps and candles. They cooked on the fire. Later, Alice Oldfield lived there. She cut wood for the fire every winter. Today you can go and see the old home.

Now: some things were good long ago, and some things are good now. Playing outside by the fire was good long ago. Lights at night are good now. Both things can be good.

Build the chart. Mia asked her grandma about her school and home days. We put what changed in one colour, and what stayed the same in another. Games: skipping and ball — **the same**. At school: board and chalk, then computer and books — **changed**. At home: wood fire and candles, then oven and lights — **changed**.

Then and now

Mia asked her grandma. This is her chart.

	Grandma — long ago	Mia — now
Games	skipping and ball	skipping and ball 
At school	board and chalk	computer and books 
At home	wood fire and candles	oven and lights 

 the same
  changed

Model then-and-now T-chart: Grandma long ago and Mia now, rows for games, at school, at home, with same and changed dots and a key

You try — together

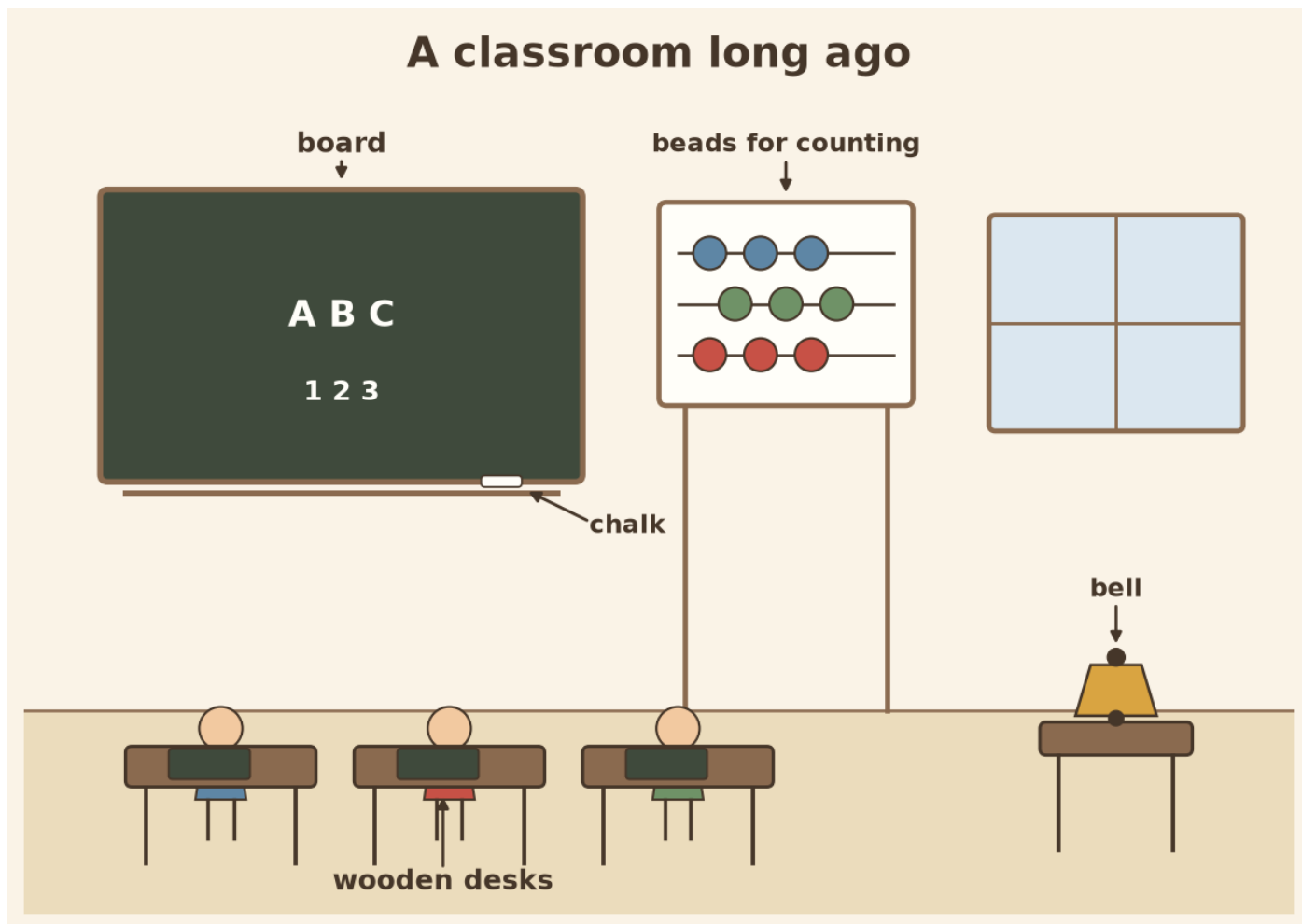
Q1 — Two classrooms (pictures 3 and 4). Point to three things in the old room. Point to three things in our room. Say one thing that is the same in both rooms.

Q2 — Old games (picture 5). These games are old. We still play them. Which game do you play? Tell a friend. Which game is new to you?

Q3 — Two homes (pictures 6 and 7). Name two things we switch on now. Name two things people used long ago. Say which home you like — and why.

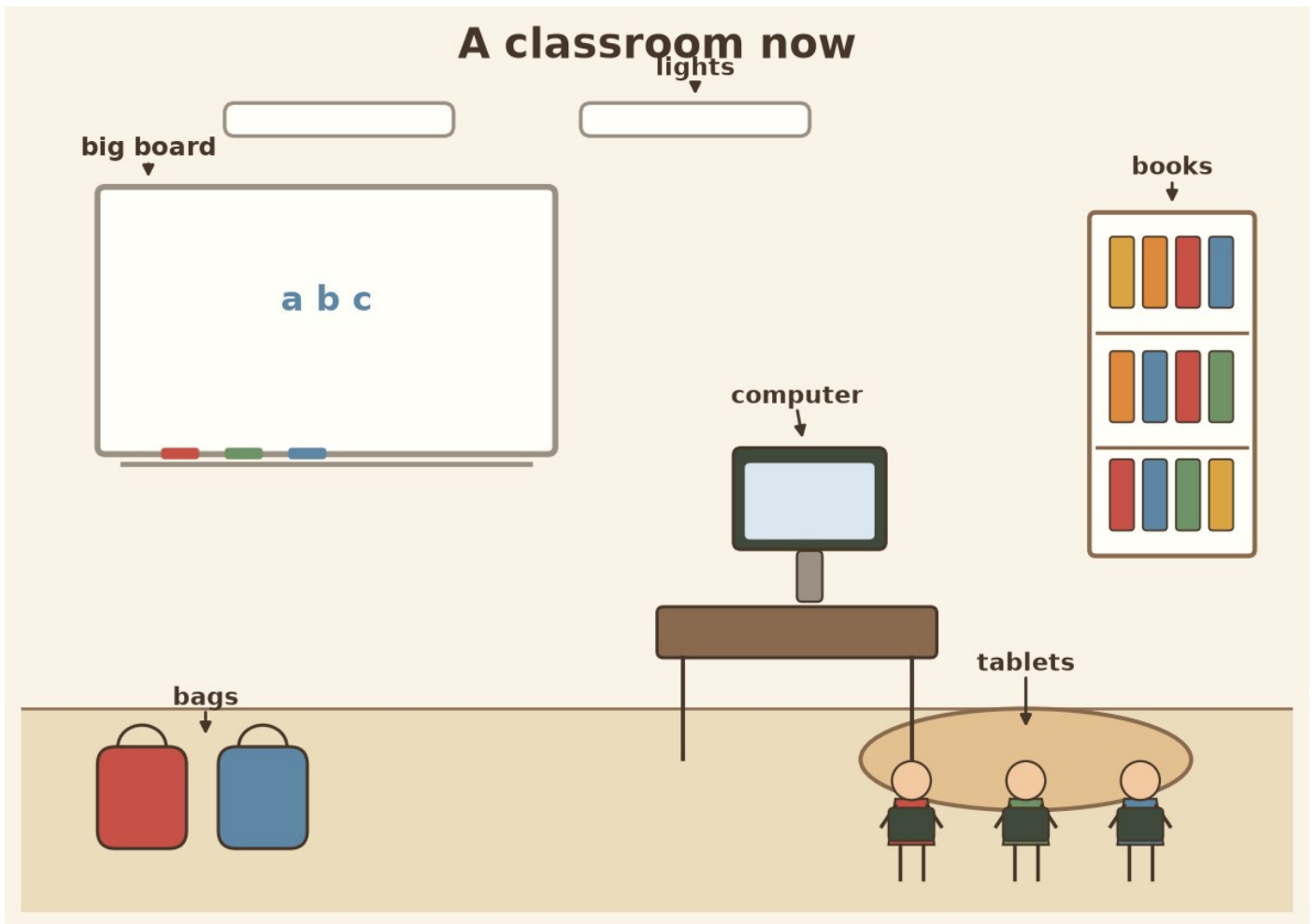
Q4 — Look at an old photo (picture 11). The photo shows a school long ago. Who can you see? What things do they use? Say one old thing in the photo.

Q5 — Ask an older person (picture 8). Pick one question from the bubbles. Ask an older person at home. Listen. Tell us their answer.



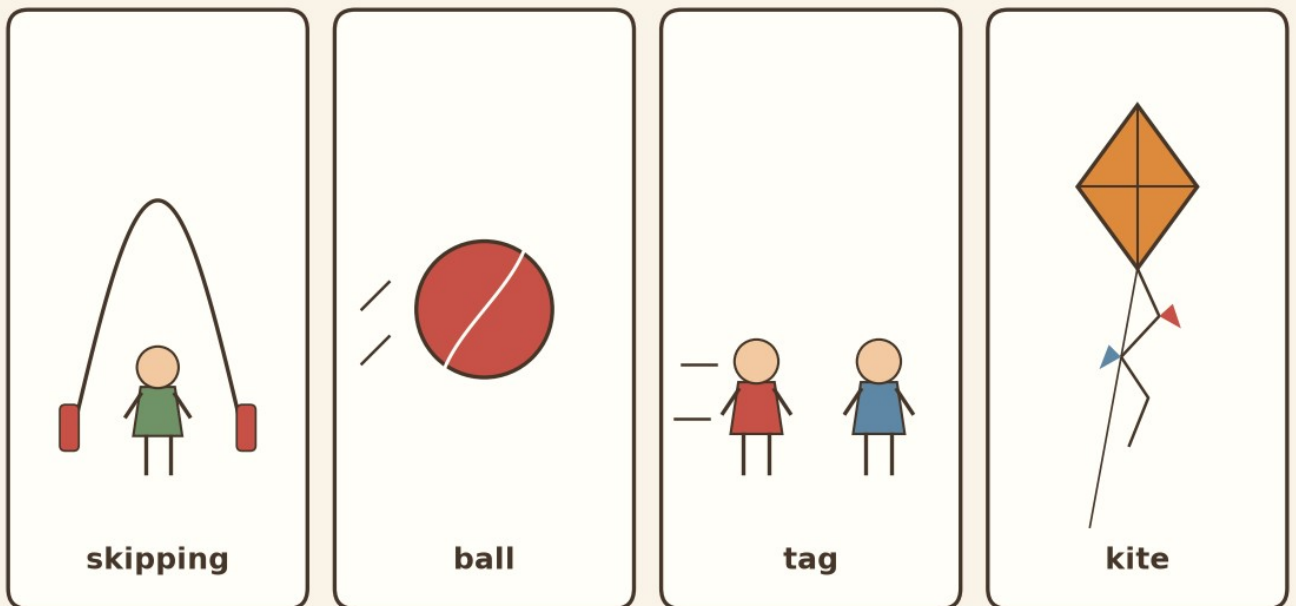
A classroom long ago: board, chalk, beads for counting, bell, wooden desks

A classroom now

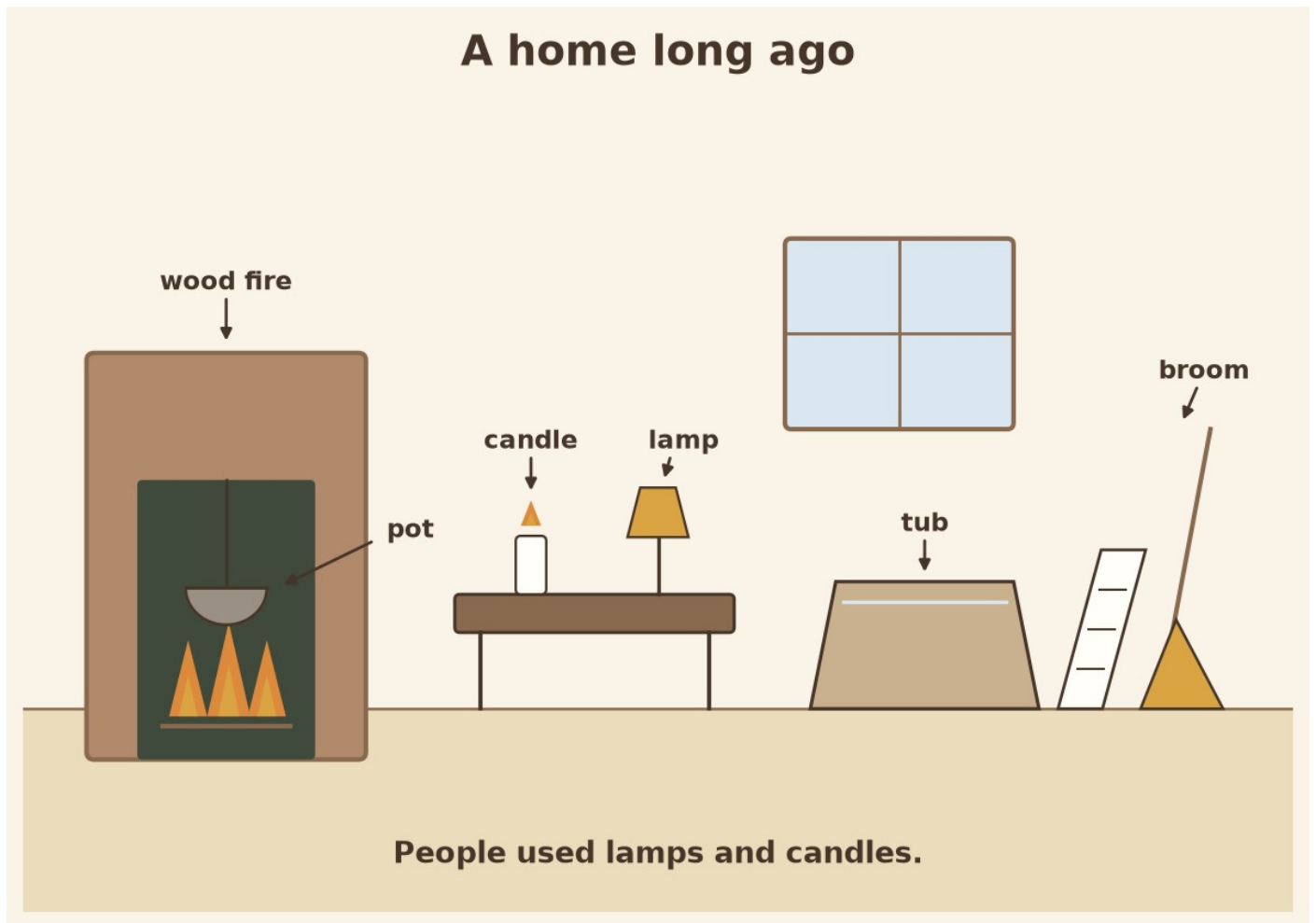


A classroom now: big board, lights, computer, tablets, books, bags

Games from long ago

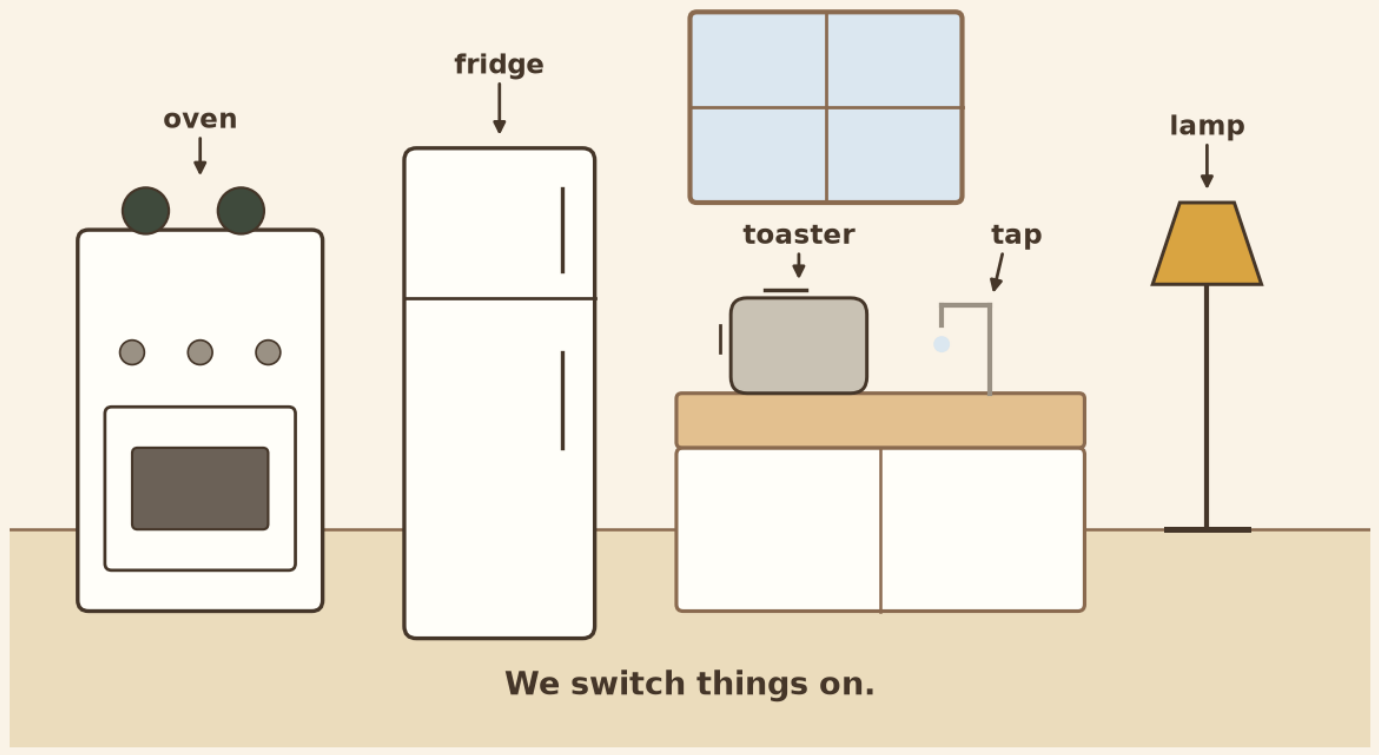


Kids play them today too!



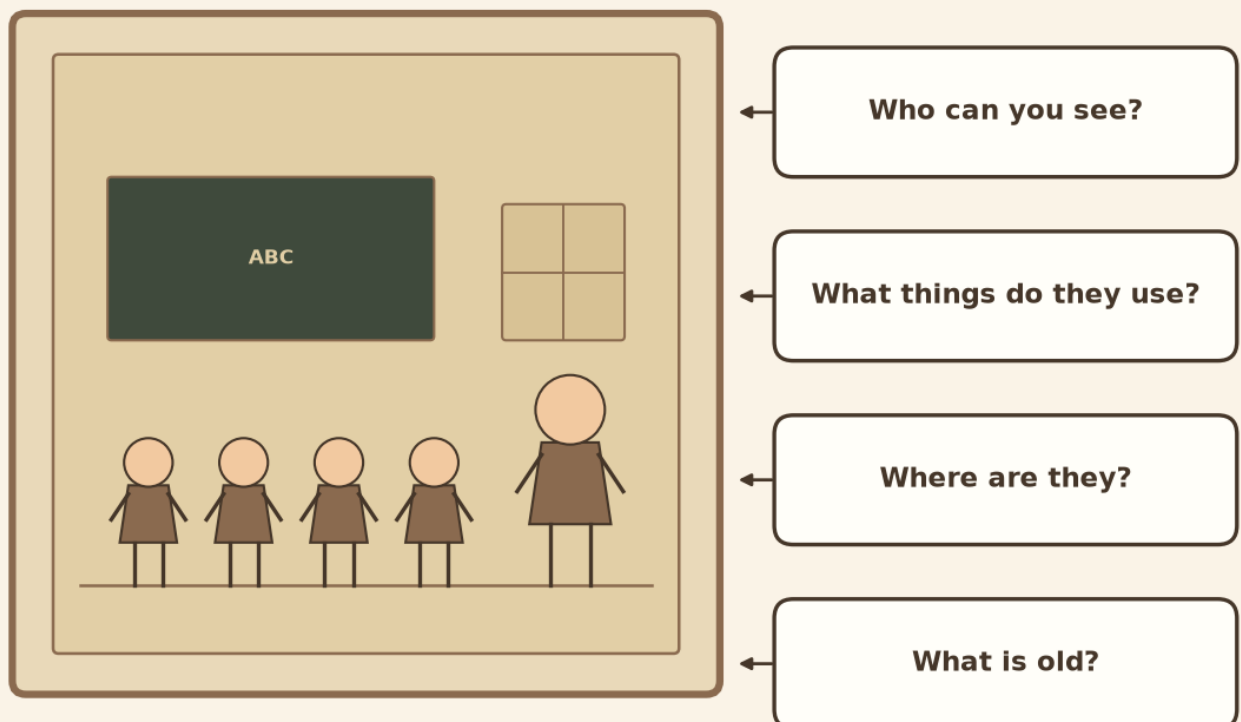
A home long ago: wood fire with a pot over it, candle, lamp, wash tub, wash board, broom

A home now



A home now: oven, fridge, toaster, tap, lamp

Look at an old photo.



An old photo of a school room with four clue questions: who can you see, what things do they use, where are they, what is old

Ask older people.

You can ask at home. Listen to their stories.



What games did you play?



What was in your bag?



What food did you eat?



What toys did you love?

Four question bubbles for asking older people: what games did you play, what was in your bag, what food did you eat, what toys did you love

You do — on your own

Q6 — Draw. Draw a picture of you playing a game. Put one thing from long ago in your picture, or one thing from now. Tell a friend what you drew.

Q7 — Make piles. Put these four cards in two piles: hoop, candle, tablet, computer. Say your piles to a friend. Did your friend match you?

Q8 — Tell. Tell a friend one thing that **changed** from long ago to now. Tell them one thing that **stayed the same**.

Show what you know

One answer (D9). The child says it or draws it.

Task. Think about your grandma's or grandpa's school days — or an older person you asked in Q5. Show one thing that was **different** then. Show one thing that was **the same** as your school days now. Say or draw *how you know* — a story, a photo, or an old thing.

Marking guide — scored against the band achievement standard (stated at the end of Level 2), in this book's own words: look for the child to say what stayed the same and what changed in their family's daily life, and to say how they know — a story, a photo, or an old thing. At Level 1, a spoken or drawn account that names one continuity and one change, with a source (a story, a photo, an old thing), meets the standard's language for this section.

Answers and sample tells (teacher)

- **Demo 1 sort.** LONG AGO: hoop, candle, board, pot. NOW: tablet, fridge, computer. Lamp: either, with a reason (oil flame long ago; switched on now).
- **Q1.** Sample: *Old room: chalk, beads, bell. Our room: computer, tablets, lights. Same: a board, and desks.*
- **Q2.** Sample: *I play tag. Kites are new to me.*
- **Q3.** Sample: *Now: oven and fridge. Long ago: wood fire and candles. The oven is faster, because I switch it on.*
- **Q4.** Sample: *I see kids and a teacher. They use a dark board and chalk. The photo is old.*
- **Q5.** Accept any answer the child retells in their own words.
- **Q7.** Piles: LONG AGO — hoop, candle. NOW — tablet, computer.
- **Q8.** Sample: *Changed: lights. The same: we play ball.*
- **Show what you know.** Sample tell: *My grandma wrote on a small board with chalk. That is different. She played ball at lunch. That is the same. I know because she told me, and she has her old lunchbox.*