

Mathematics Level 7

Chapter 2 — Historical Knowledge and Understanding: Community histories

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Aboriginal and Torres Strait Islander content has been excluded as accuracy cannot be guaranteed, and it is better to be respectful than cover the entire curriculum inaccurately.

Significant effort has been made to ensure this content is legal. Please send any areas of concern to admin@vwx.au with appropriate document/legal references so errors can be verified and changes be made.

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Days we celebrate and remember

Some days are big days. Some days are quiet days. On these days, we think about things that happened before now. We remember them with our family, our friends and our community.

CURRICULUM TRACEABILITY — teacher reference, not student text

Section 2A · Chapter 2 (Historical Knowledge and Understanding — Community histories)

Book: History Level 1 (middle year of the Foundation to Level 2 band)

Owns: VC2HH2K04 (code checked against the VCAA VC2 Humanities: History export, retrieved 2026-07-29, re-read 2026-08-21)

Draws on: VC2HH2K04.E01 and VC2HH2K04.E02 — both PARTIAL per TOC §2 decision D3.

The First Nations clause of .E01 and the NAIDOC Week entry of .E02 are EXCLUDED (CONTENT_POLICY Rule 1) and are NOT taught in this section; the section teaches the neutral remainder only. Exclusions are recorded in the

build TOC and reported by coverage audits as ACCEPTED.

Band key question carried here: "Why is the past important to my local community?"

(shared with section 2B).

Vocabulary ceiling: Yr1 (TOC decision D2). Curriculum words and subject terms defined at first use per WORD_LEVEL_POLICY Rule 2.

Reading load: teacher reads every line aloud (TOC decision D9); the child acts, points, draws, sorts, places and tells.

Words we will use

These words are new for us. We say them, we act them out, and we use them all the time.

commemorate — to do something to remember a big thing. *In this book:* to remember something important in a special way. We can commemorate with a meal, a song, a story, or a quiet time.

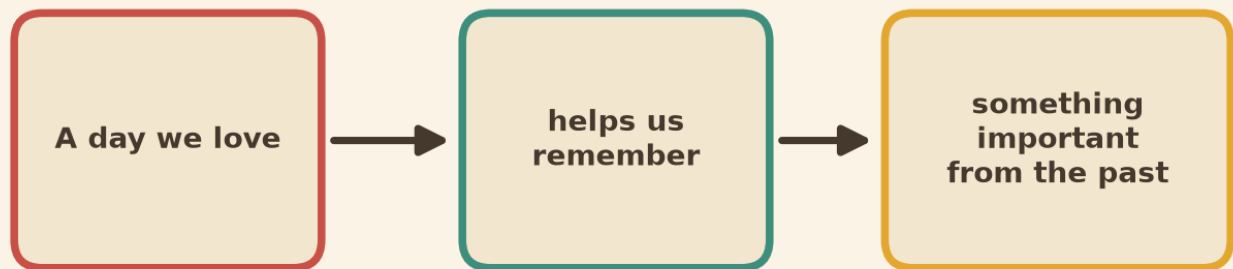
significant — big and important. The day you were born is significant to your family.

past — the time before now. When you were a baby, that time is in the past.

community — the people around you: your family, your friends, and the people in your town.

remember — to think about something you know, or something from before.

sources — things that can help us see the past. Photos, old things and stories are sources.



A map with three boxes joined by arrows. The first box says “A day we love”. The middle box says “helps us remember”. The last box says “something important from the past”.

Our teaching time — the teacher reads, we listen and talk

The teacher reads every [say] line. Children listen, talk, point and have a go. No child needs to read anything.

Step 1 — Start with a talk

[say] “What days does your family love? Tell me about one.”

Children take turns to name a day. The teacher draws a small picture for each day: a cake, a flag, a lamp. All the days stay up where everyone can see them.

Step 2 — New words

[say] “The time before now is the past. Today we learn how families and friends remember big things from the past. When we remember in a special way, we **commemorate**. Say it with me, one bit at a time: commemorate.”

The class says the word and does an action for it: hands over the heart for *remember*, then a big slow nod for *commemorate*.

Step 3 — Story time

The teacher reads the picture book *Wilfrid Gordon McDonald Partridge* out to the class. Mem Fox wrote the words. Julie Vivas did the pictures.

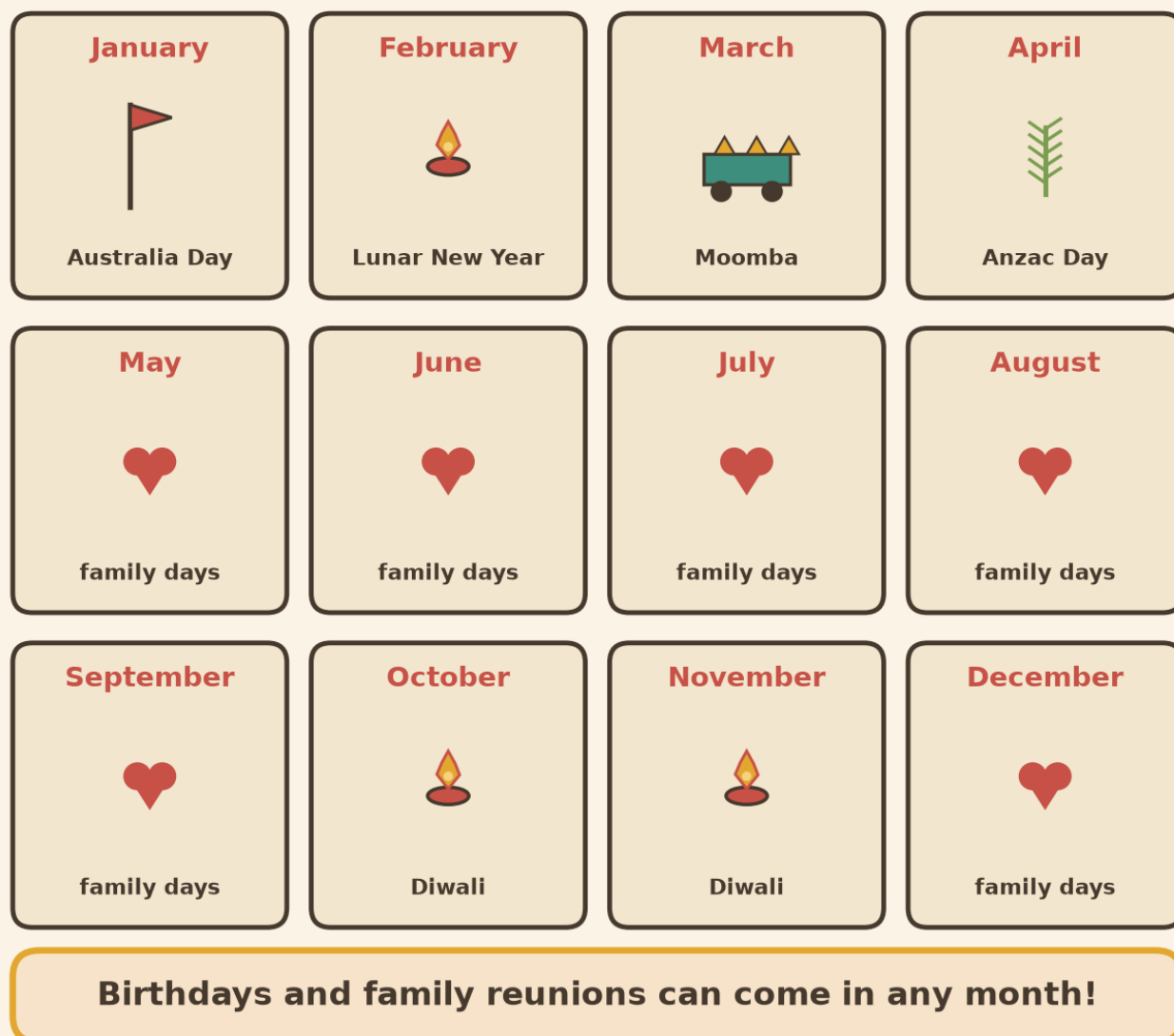
[say] “This story is about a boy named Wilfrid. His old friend Nancy cannot remember things from her past. Wilfrid asks people, looks for things, and helps Nancy remember. Remembering is a gift we can give.”

After the story:

[say] “What did Wilfrid do? He asked. He looked. He helped his friend think about her past. Families do the same thing on special days. They ask, they look, and they tell stories.”

Step 4 — Our year of days

The teacher shows the class calendar, Figure: *Our year of days*.



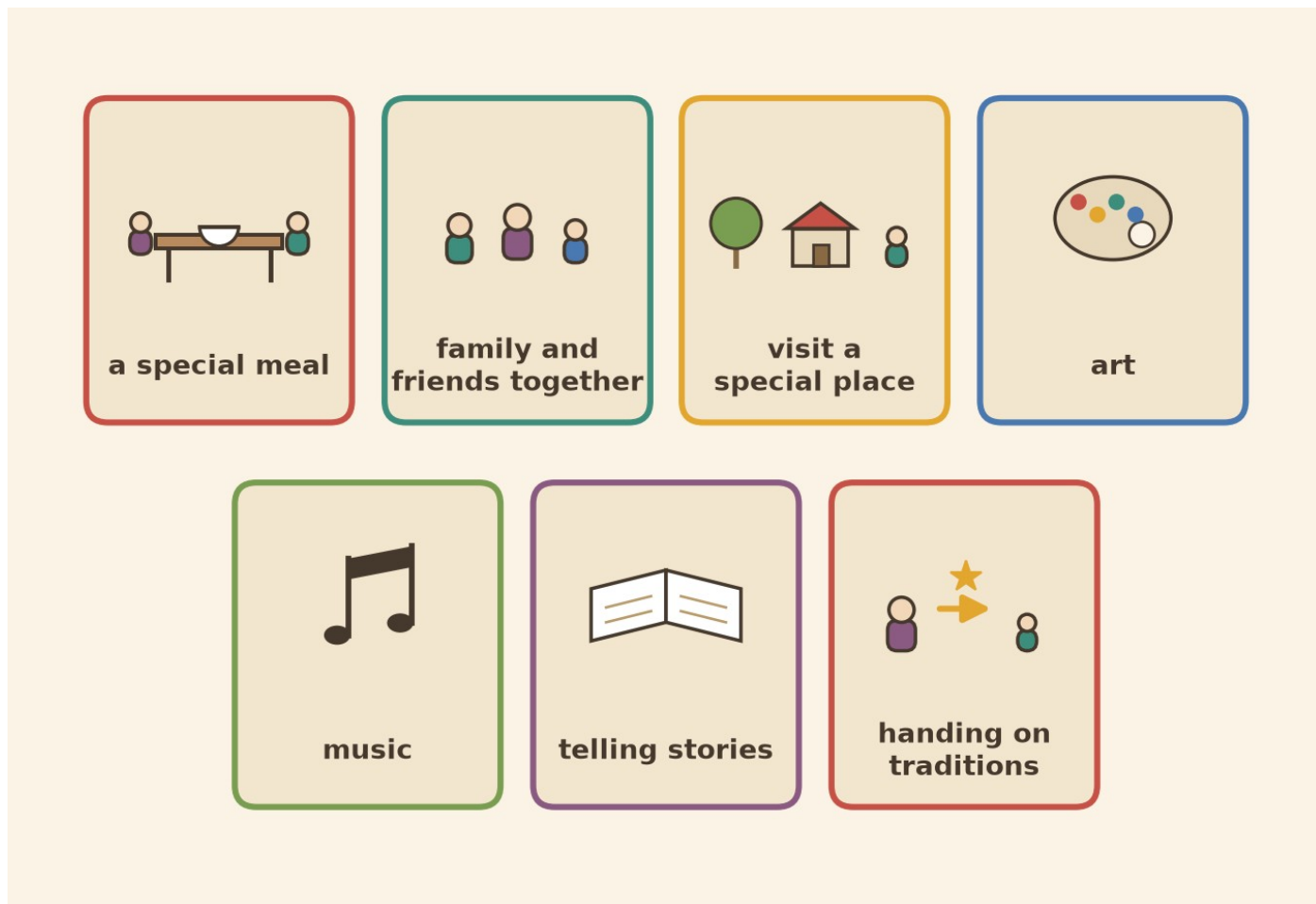
A calendar of twelve month boxes, January to December, each with a small picture and name for a day that people in our community love. A line at the bottom says birthdays and family reunions can come in any month.

[say] “Look at our year. So many days! Some days are for one family. Some days are for our whole town. Let us look at them one by one.”

The teacher points to each month and names the day in it. Children who know the day put a hand up and tell one thing about it. The teacher asks the same question at every stop: **“Why is this day important?”**

Step 5 — How do we remember?

The teacher shows the ways chart, Figure: *Ways we remember*.



A chart with seven pictures. The pictures show a special meal, family and friends together, a visit to a special place, art, music, telling stories, and traditions handed on.

[say] “There are many ways to celebrate and remember. We can share a special meal. We can get together. We can visit a special place. We can make art, sing music, tell stories, and hand traditions from the old to the young. Every family has its own ways.”

Step 6 — A real place to remember

[say] “In a big city called Melbourne there is a special place. It is called the Shrine of Remembrance. People go there to remember the men and women who went to war. On Anzac Day, many people stand there very early in the morning. They are quiet. They think. There is a fire there that never goes out. It is there so we do not forget.”

The teacher shows a photo of the Shrine of Remembrance (see the sources box at the end). Children look and say what they can see: big steps, tall walls, a flag.

Step 7 — Your days are important too

[say] “Every family has days it loves. Your days are important too. Today you will tell me about one.”

The days on our calendar

The teacher reads each day to the class. Children point to the day on the calendar when they hear it. Some days come at the same time every year, like Australia Day. Some days move to a new time each year, like Diwali.

Birthdays. Your birthday is the day you were born. It comes once a year. Families sing a song. There is a cake with candles. You get cards and gifts. *Why is it important?* It is the day you came to your family!

Australia Day. Australia Day is on 26 January. It is a day for our whole country. People come together. People say thank you to the people who help a lot. Many families eat outside in the sun. At night there are pretty lights in the sky. *Why is it important?* It is a day to think about our country and the people in it.

Lunar New Year. Lunar New Year comes in January or February. It is a big day in many families. Families have a long meal together. There are red lamps and dragon dances. People say, “Happy New Year!” *Why is it important?* It is the start of a new year, and families come together to be glad.

Moomba. Moomba is a big day in Melbourne in March. There is music and fun in the street. Big floats go by. Floats are like pictures that move! *Why is it important?* It is a happy day for the whole city. Many people go and play together.

Ramadan. Ramadan is a month, not one day. Many people wait all day to eat. They wait for the sun to go down. Then the family eats together. At the end of the month there is a big happy day called Eid. *Why is it important?* Families share, wait and give thanks together.

Passover. Passover comes in March or April. Families sit down for a special meal. They eat special foods. They tell an old, old story. *Why is it important?* The story goes from the old to the young. Families keep it going.

Easter. Easter comes in March or April. Some families go to church. Many families have a big meal. Children look for eggs. The eggs can be sweet treats. *Why is it important?* It is a day when families are together.

Anzac Day. Anzac Day is on 25 April. It is a quiet day, not a loud day. People remember the men and women who went to war long ago. Very early in the morning, people stand together in the dark. They do not talk. They think. This is an early morning service. Later, people walk slowly through the street. This is a march. Some people wear a small green plant called rosemary. Rosemary helps them remember. At home, families look at old photos and tell stories about the people in them. *Why is it important?* We say thank you to the people who went before us. We keep their stories going.

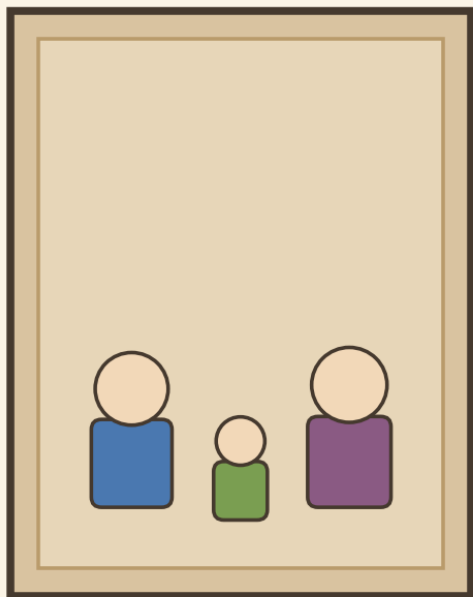
Diwali. Diwali comes in October or November. It is a happy time with many lights. Families put small lamps in a line. They share sweet food. They give gifts to the people they love. *Why is it important?* The lights say that good things are here!

Family reunions. At family reunions, a big family comes together. Aunts and uncles come too. People who live far away come close for the day. Families eat, talk and sing. They tell stories about the family. *Why is it important?* It is good to be with your whole family.

Show and learn — the teacher shows how

Show 1 — I look at an old photo

The teacher holds up a copy of the old photo picture.



Who can you see?

What are they doing?

What looks old?

A drawing of an old family photo. It shows a mum, a dad and a small child standing close together. Three things to ask sit next to the photo: Who can you see? What are they doing? What looks old?

The teacher thinks out loud:

“This is an old photo. I can see three people: a mum, a dad and a small child. They stand close together. They are very still. Old photos can look soft and old. Who are they? I do not know. But I can ask. Old photos and old things are sources. They can help me see the past.”

The class says the three asking lines together: **Who can you see? What are they doing? What looks old?**

Show 2 — I say why

The teacher shows the sentence cards.

**Anzac Day is important because
we remember the people who went to war.**

**My birthday is important because
it is the day I was born.**

Two model sentence cards. The first says “Anzac Day is important because we remember the people who went to war.” The second says “My birthday is important because it is the day I was born.” A third card has no words yet. It waits for a new answer.

The teacher thinks out loud:

“I can say why a day is important. Listen. Anzac Day is important because we remember the men and women who went to war. My birthday is important because it is the day I was born. Now you help me. Diwali is important because ... ?”

The class finishes the sentence card together. Then two children have a go with their own days.

Let's do it together

The teacher reads each task. Children do it with help.

Task 1 — Point to the month

The teacher names a day: “Anzac Day!” The children point to the right month on the calendar. Then: “Diwali!” The children point again. The teacher goes through all the days. Children take turns to be the one who names the day.

Task 2 — Match the ways

The teacher gives out picture cards: a meal, a song, a story, a lamp, a family standing together, a special place. Children match each card to one of the seven ways on the ways chart. Children say the way out loud as they put the card down: “A song is music!”

Task 3 — Finish the sentence card

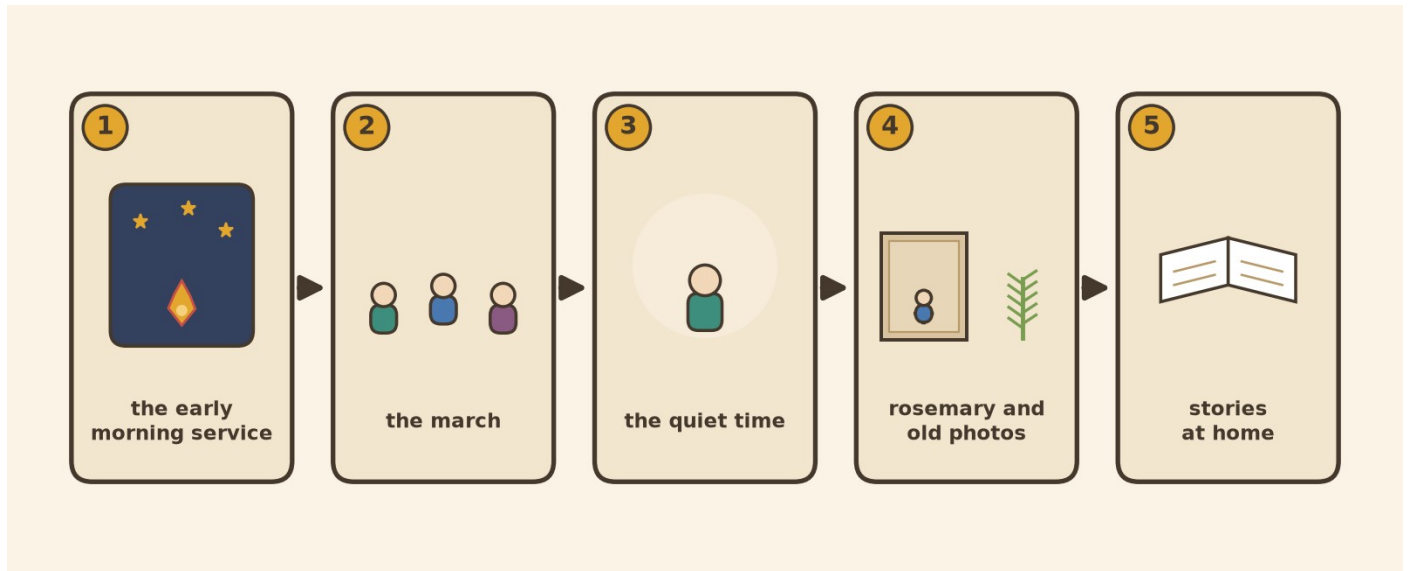
The teacher starts a sentence card for a day the class picks. The class finishes it together. The teacher writes the words. The children say them. The sentence card goes up where everyone can see it.

Task 4 — Photo talk

In pairs, children look at the old photo picture. They say the answers to the three asking lines to their friend. Then each pair tells the class one thing. The teacher asks: “What makes you say that?”

Task 5 — Put the Anzac Day cards in order

The teacher gives the class five picture cards: the early morning service, the march, the quiet time, the old photos at home, the rosemary. The teacher reads each card. Children help put the cards in order, 1 to 5, and say the order out loud.



Five cards in a row showing one Anzac Day: 1 the early morning service, 2 the march, 3 the quiet time, 4 rosemary and old photos, 5 stories at home. Arrows join the cards from first to last.

Your turn

Children do these tasks on their own. The teacher reads the task, and the child acts, draws, places or tells.

Task 6 — Draw your day

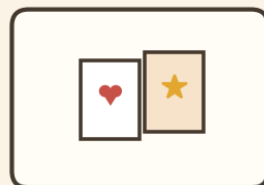
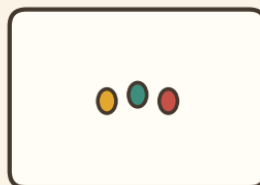
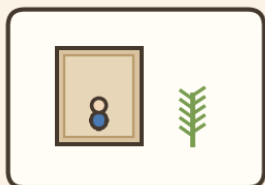
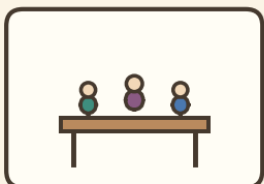
Draw one day your family loves. Draw what you do. Draw who is there. Then tell the teacher one thing about your picture.

Task 7 — Two boxes

Here are two boxes. One box says **Days for my family**. One box says **Days for my community**. Put each picture card in a box. Some cards can go in both boxes! Tell the teacher about one card that can go in both.

Days for my family

Days for my community



Two big boxes labelled “Days for my family” and “Days for my community”. Some small picture cards wait below: a birthday cake, a family at a big table, a red lamp, a flag, an old photo with rosemary, a street float, sweet eggs, and a card.

Task 8 — Say why

Pick one day from the calendar. Finish this sentence. Say it, or draw it, or both:

“This day is important because ...”

Show what you know

Tell us about your day. The child tells the teacher about one day their family, friends or community love — or draws it and tells about the drawing.

The child tells four things:

1. What is the day?
2. Who is with you?
3. What do you do? (Point to the ways chart if you need help.)
4. Why is it important?

A child who tells the story but does not write it has still done the task. Talking counts.

TEACHER GUIDE — scoring against the band achievement standard
(not student text; written for the adult professional)

Score the oral or drawn response against the Foundation to Level 2 achievement standard, in this book's own words, at Level 1 pitch:

BEGINNING – The student names a day and one thing that happens on it, with prompting (identifies a commemoration important to their family or community).

GROWING – The student names the day, says who is there and what they do, and gives a reason it is important, using the "because" strip (tells the important things about a day in their community).

GOT IT – The student also points to a source (a photo, an object, the calendar, the ways chart) and uses it in the telling: "This photo shows ...", "the calendar says ..." (tells their own story with the right time words and what a source shows).

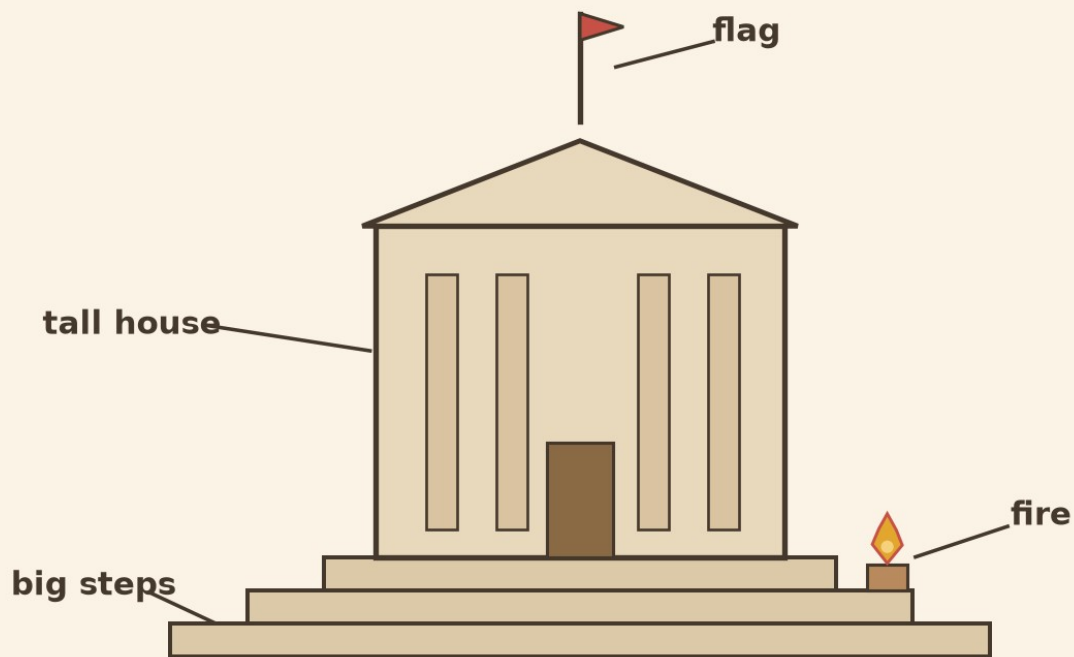
Oral language is an assessment channel in its own right at this level (TOC decision D9). A drawn response with a spoken account scores the same as a spoken-only response.

Deliberate scope notes:

- The First Nations clause of VC2HH2K04.E01 and the NAIDOC Week entry of VC2HH2K04.E02 are excluded per TOC decision D3 / CONTENT_POLICY Rule 1 and are not taught here or referenced in student text; the neutral remainder is taught in full. Recorded as ACCEPTED in coverage audits, never a silent omission.
 - Australia Day is taught through the neutral remainder of the calendar per D3. Contestation around the date is bound up with excluded First Nations content and is therefore not opened in this section; the day is presented as a community commemoration, and the class says why the day matters, as the retained part of E02 directs.
 - "Commemorate" is the curriculum's own verb (CD VC2HH2K04). VCAA does not define it, so this section gives the working definition stated in the "Words we will use" box: to remember something important in a special way (operational definition per CONTESTED_TERMS.md Rule 1). Every task here is answerable on that definition alone.
-

A real person from long ago

A long time ago, a man named John Monash lived in Melbourne. He went to war and helped the men and women who went with him. When he came home, people wanted to remember him and all the people who went to war. Today his name is on many things in our city. A big place where people learn is named after him. When we name things after people, we keep their stories going.



A drawing of a place where people remember. It shows wide steps, a tall house, a flag up high, and a small fire that never goes out. The labels say: big steps, tall house, flag, and fire.

SOURCES – real, named, checkable referents (TOC decision D4).

Not student text. All web sources retrieved 2026-08-24.

1. Content description and elaborations: Victorian Curriculum F-10 Version 2.0, Humanities: History, Foundation to Level 2, VC2HH2K04 with elaborations .E01 and .E02 – referenced by code against the VCAA VC2 Humanities export of 29-07-2026 and the cross-check CSV VC2_AS-CD-Elab_29-07-2026.csv (retrieved 2026-07-29; re-read 2026-08-21).
2. Shrine of Remembrance, Melbourne (Kings Domain, St Kilda Road): built to honour the men and women of Victoria who served in World War I; now a memorial to all Australians who have served in any war. Anzac Day events there include the Dawn Service, wreath-laying and the veteran march; the site carries an Eternal Flame.
Source: https://en.wikipedia.org/wiki/Shrine_of_Remembrance (describing shrine.org.au), retrieved 2026-08-24. Photograph of the Shrine for Step 6 to be supplied from shrine.org.au by the teacher.
3. Moomba Festival, Melbourne: Australia's largest free community festival, run by the City of Melbourne over the March Labour Day long weekend every year since 1955; events include a procession with decorated floats, fireworks and the Birdman Rally.
Source: https://en.wikipedia.org/wiki/Moomba_Festival, retrieved

2026-08-24.

4. Anzac Day, 25 April: dawn services, commemorative marches, an observance of silence, and the wearing of rosemary or laurel sprigs.
Source: https://en.wikipedia.org/wiki/Anzac_Day, retrieved 2026-08-24.
5. John Monash (1865-1931): born in West Melbourne, Victoria; commanded the Australian Corps in World War I; commemorated in Monash University, the City of Monash and the Monash Freeway.
Source: https://en.wikipedia.org/wiki/John_Monash, retrieved 2026-08-24.
6. Fox, Mem (1984). Wilfrid Gordon McDonald Partridge. Illustrated by Julie Vivas. Omnibus Books. A picture book about a boy who helps his elderly friend Nancy find her memories. Read-aloud text for Step 3.
Source: https://en.wikipedia.org/wiki/Wilfrid_Gordon_McDonald_Partridge, retrieved 2026-08-24.
7. Calendar dates: Australia Day 26 January (fixed); Anzac Day 25 April (fixed); Lunar New Year 17 February 2026 / 6 February 2027; Ramadan about 18 February to 19 March 2026; Passover 1-9 April 2026; Easter Sunday 5 April 2026; Diwali (Festival of Lights) 6-10 November 2026 with the main day 8 November; Moomba on the March Labour Day long weekend.
Sources: https://en.wikipedia.org/wiki/Chinese_New_Year,
<https://en.wikipedia.org/wiki/Ramadan>,
<https://en.wikipedia.org/wiki/Passover>,
<https://en.wikipedia.org/wiki/Diwali>, retrieved 2026-08-24. Moveable dates shift each year; the teacher updates the class calendar yearly.
8. The old photo picture (Figure: An old photo) and all diagrams in this section are original drawings made for this book. No real family is shown or implied (TOC decision D4).

The story of a place near us: then and now

For the teacher

Read-aloud section (D9). Every instruction is for the teacher to say; no task depends on a child reading to start it. Child-facing text on the page is short, concrete, present tense and at or below the Yr1 ceiling (D2). Subject words are defined at first use (D2 exemption 2). This section is one teacher-led teaching sequence with a read-aloud script, two modelled demonstrations, five scaffolded tasks, three independent tasks and one oral or drawn response, per the §3 volume calibration.

Curriculum alignment — codes only (checked against the VCAA export VC2_AS-CD-E1ab_29-07-2026.csv):

VC2HH2K05 — Historical Knowledge and Understanding · Community histories

Draws on (linkage only, D7): VC2HH2K05.E03 · VC2HH2K05.E04 · VC2HH2K05.E05 (retained questions only) · VC2HH2K05.E06.

D3 note (binding): VC2HH2K05.E01 and VC2HH2K05.E02 are **excluded entire**; VC2HH2K05.E05 is taught **only** through its two retained questions, in the child-facing wording of part 8 (does the place help us remember a big thing from long ago? does the place show who we are?). The excluded material is not taught here, is reported as ACCEPTED in coverage audits, and must not be authored in later. The CD is taught in full through the neutral .E03 / .E04 / .E06 and the retained .E05 questions.

The site: Flinders Street Railway Station, Melbourne — a real, named, sourced place (source lines below). It carries the CD's significance: *social* (a meeting place — “under the clocks”), *cultural* (ballroom, library and gym for railway families in its early years) and *historical* (the terminus of Victoria's first steam railway, 1854). Two real landmarks nearby support .E04 and the retained .E05 questions: the Shrine of Remembrance (war memorial) and St Paul's Cathedral (a place of spiritual significance, diagonally opposite the station).

Subject words — define at first use (D2 exemption 2):

Word	Child gloss (say this with the word)
past	a long time ago
history	the story of long ago
site	a place
source	a clue that tells us about the past
tour	a walk that stops and tells the story of a place
landmark	a big thing you can see and know from far away
memorial	a place that helps us remember
commemorate	to do something to remember
dome	the round roof

Sources (SOURCE_USE — real referents carry a source line and retrieval date; retrieved 2026-08-24):

Referent	Source line
Flinders Street Railway Station: first steam train from this terminus 12 Sep 1854 (to Sandridge, now Port Melbourne); present building opened 1910; row of clocks above the entrance; listed on the Victorian Heritage Register 20 Aug 1982	Victorian Heritage Register, <i>Flinders Street Railway Station Complex</i> , Place ID H1083
1900 winning competition design (“Green Light” scheme) by James Fawcett and H. Percival Ashworth,	State Library Victoria, Pictures Collection

announced 28 May 1900; early ticket-office photograph (c. 1914–1918)

Shrine of Remembrance: sited up high so it can be seen from the city; dedicated 11 Nov 1934; ray of light on the word LOVE at 11 am, 11 Nov

Shrine of Remembrance, Melbourne

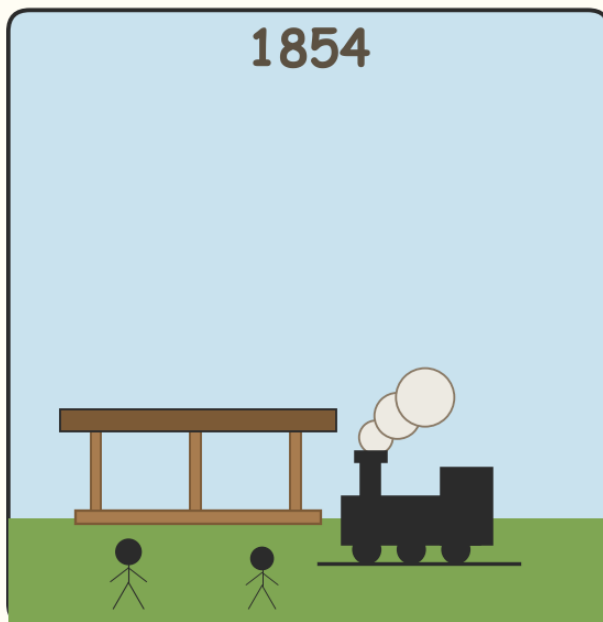
St Paul's Cathedral: corner of Swanston and Flinders Streets, diagonally opposite the station; consecrated 22 Jan 1891

St Paul's Cathedral, Melbourne

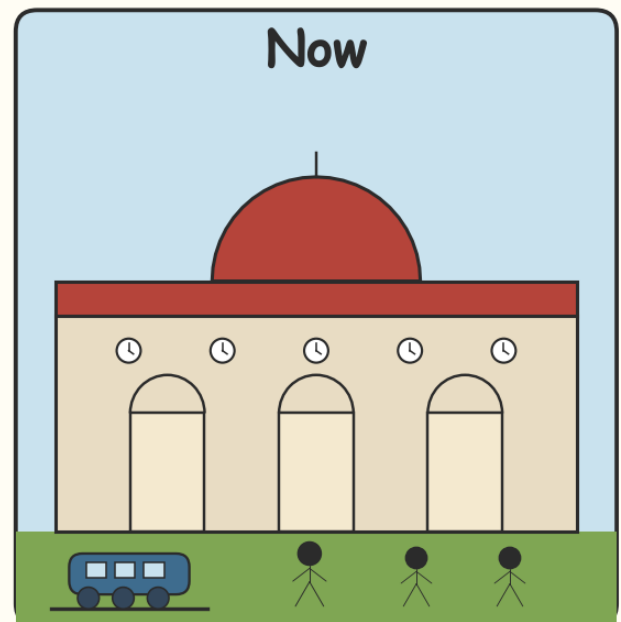
1. One place, two times

Teacher says: *Today we go to one real place: Flinders Street station, in Melbourne. It is a train station with a very long story. A place with a long story is a **site** — site means place. And the story of long ago is **history**. So this is a historical site. Look at the two pictures.*

Then and Now



The first train stop was very small.



Now it is a big, busy place.

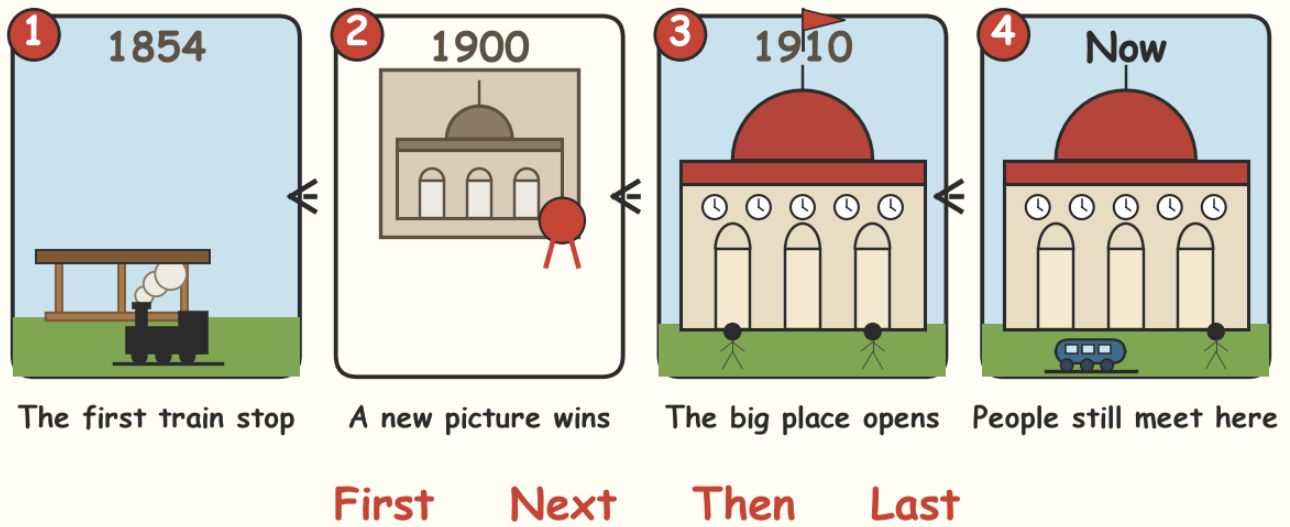
Two pictures of one place. Long ago, in 1854, a small wood train stop with a black train that makes smoke. Now, a big stone place with a red round roof, a row of clocks, and people who meet out the front.

- Look.
- Point to the stop from long ago.
- Point to the big place now.

2. Our story, first to last

Teacher says: *Our story has four parts. First: on 12 September 1854, the very first steam train in Victoria left from this spot — it went to Sandridge, the place we now call Port Melbourne. The stop was only a little wood shelter. Next: the stop got too small and too busy, so in 1900 a drawing won — James Fawcett and Percival Ashworth drew the winning picture of a brand-new station. Then: the big place opened in 1910, with its dome — the dome is the round roof — and its row of clocks. Last: now, more than 100 years on, people still meet there.*

Our Story, From First to Last



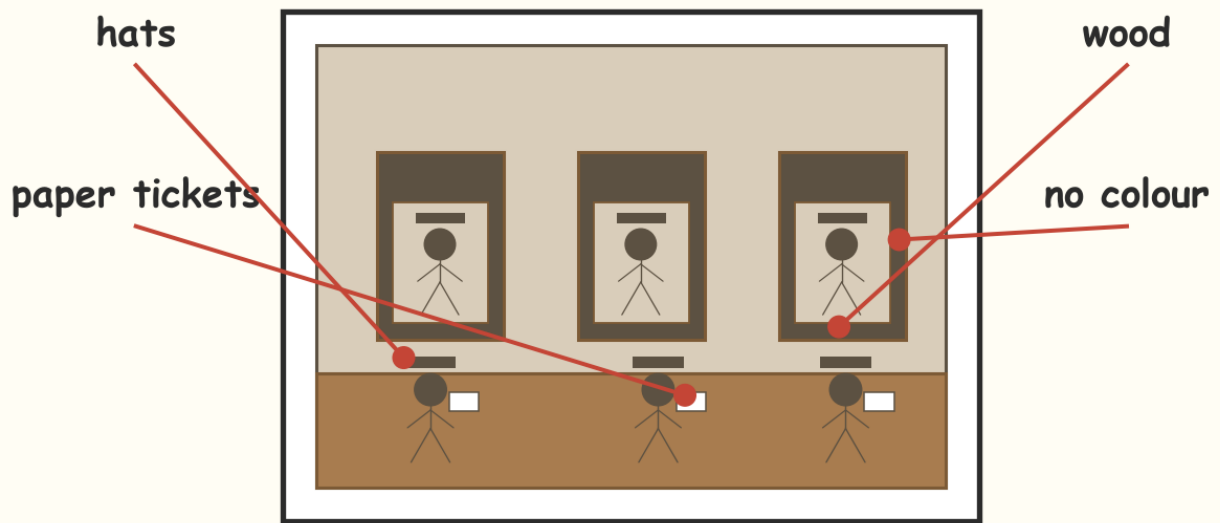
Four cards in order, first to last. Card 1, 1854, the first small train stop with a black train. Card 2, 1900, a drawing of the new big place wins. Card 3, 1910, the big place opens, with a red round roof and clocks. Card 4, now, people still meet there.

- Point to first.
- Point to next.
- Point to then.
- Point to last.

3. Clues in an old photo

Teacher says: How do we know all this? We were not there! We know it from **sources**. A source is a clue that tells us about the **past** — and past means a long time ago. An old photo is a source. Watch me read this one, slowly, like a detective. I see hats — nearly everyone is wearing a hat. I see paper tickets in their hands. I see wood at the counters. I see no colour — the photo is black and white. Hats, paper tickets, wood, no colour. These clues tell me: this photo is from the past. (Modelled demonstration 1.)

Clues in an Old Photo



The clues tell us: this photo is from the past.

Past means a long time ago.

An old photo with no colour. Red lines point to the clues: hats, paper tickets, wood, no colour. The clues tell us the photo is from the past. Past means a long time ago.

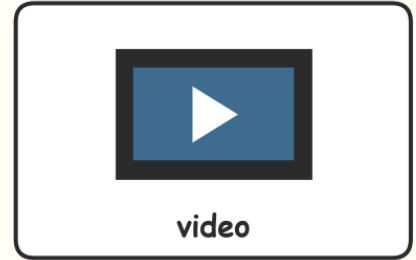
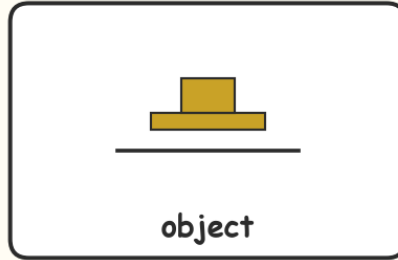
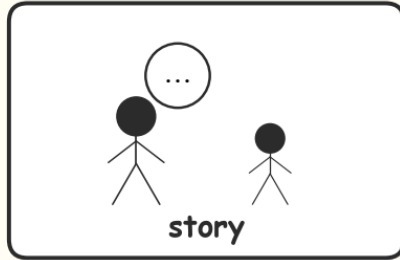
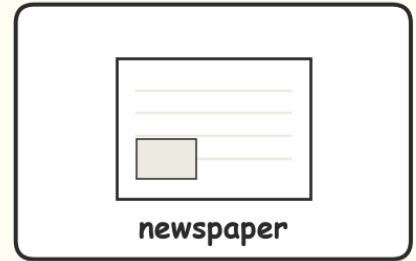
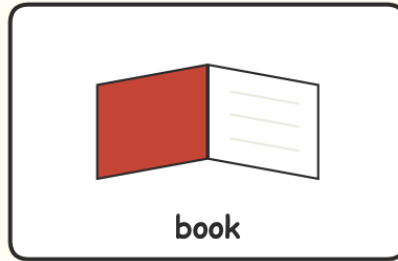
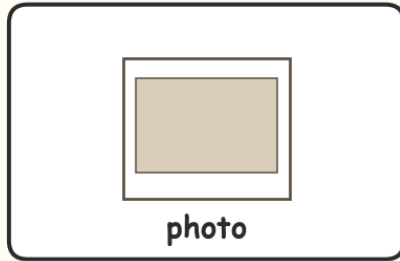
- What can you see?
- Tell your partner one clue.

4. Where do we find out?

Teacher says: Sources come in six kinds we can use: a photo, a book, a newspaper, a story someone tells, an object — an object is a thing you can hold — and a video. Today we used an old photo and a story.

Where Do We Find Out?

These things tell us about long ago.

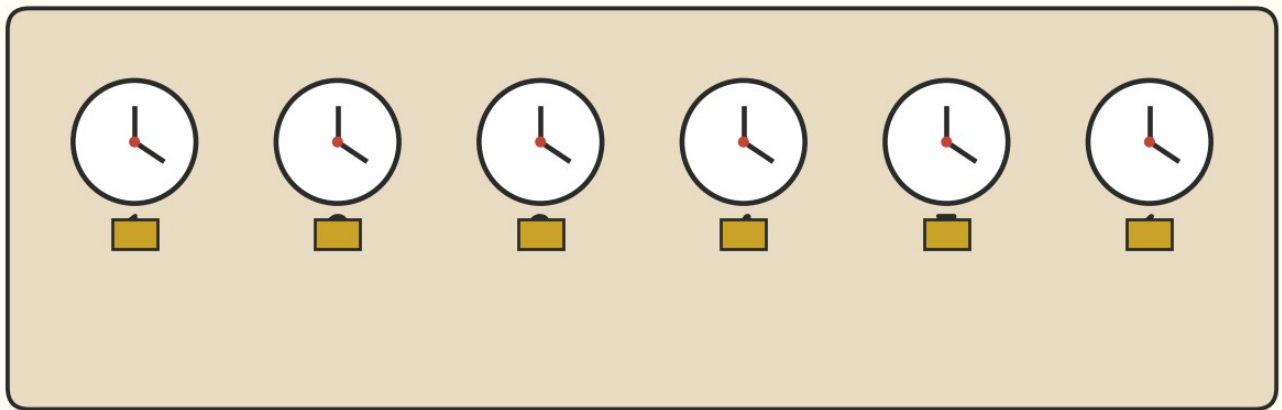


Six pictures of clues that tell us about long ago: a photo, a book, a newspaper, a story, an object, a video.

5. Meet under the clocks

Teacher says: *The row of clocks has told the train times for a very long time — one clock for each place the trains stop. And the clocks are a meeting place. Mums, dads and grandparents in Melbourne all say the same thing: “meet you under the clocks.” Some say “on the steps.” In a big, busy place, the clocks help friends find each other. That is why people love this place: it is where they meet.*

The Row of Clocks



One clock for each place the trains stop.



People say: meet me under the clocks.

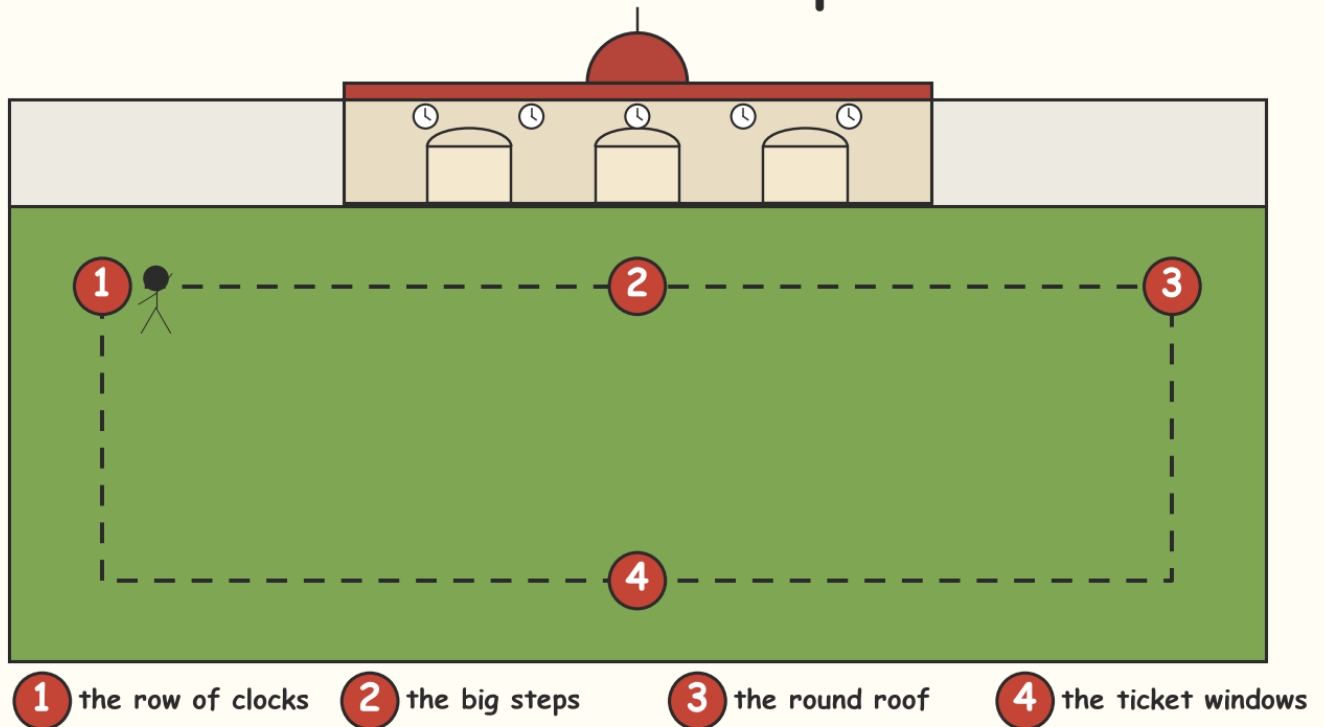
A row of six white clocks on a stone wall, one clock for each place the trains stop. People say: meet me under the clocks.

- Count the clocks.
- Draw you and a friend under the clocks.

6. Our class tour

Teacher says: Now we will make a **tour** — a tour is a walk that stops and tells the story of a place. Our tour has four stops. Stop 1, the row of clocks: here, people meet. Stop 2, the big steps: here, people sit and wait. Stop 3, the round roof: look up — the dome has been there for more than 100 years. Stop 4, the ticket windows: here, people once bought paper tickets, like in our old photo. Let us walk the tour and tell one thing at each stop. (Scaffolded task — .E03.)

Our Tour Map



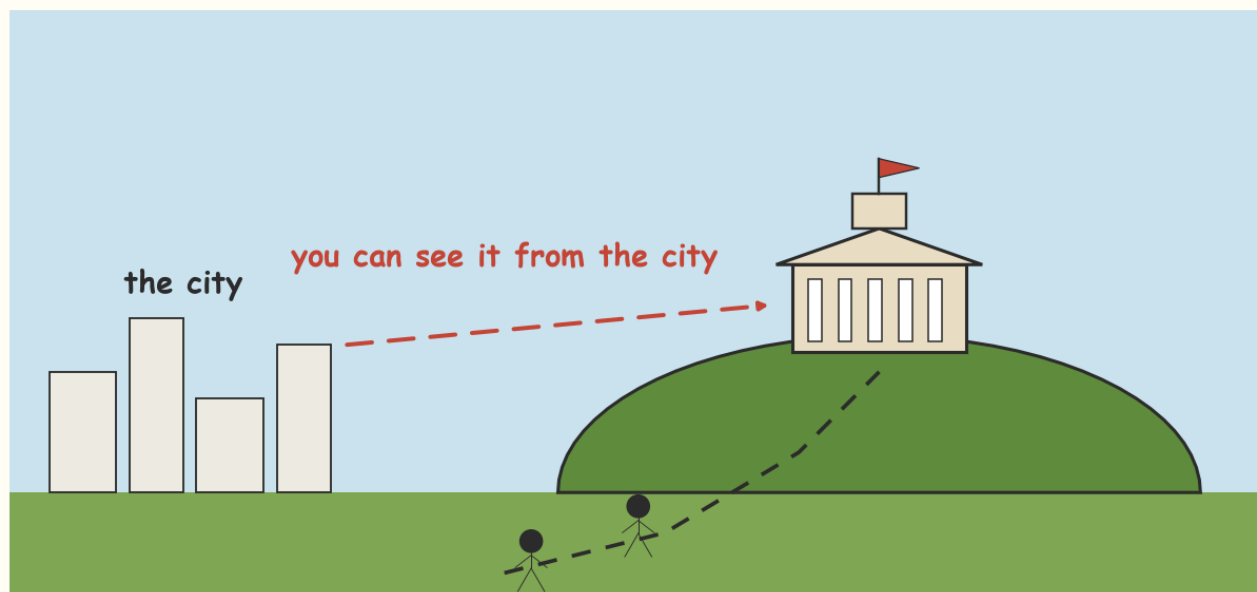
A tour map of the big place with four stops. Stop 1, the row of clocks. Stop 2, the big steps. Stop 3, the round roof. Stop 4, the ticket windows. A line shows the walk.

- Walk the tour. Stop at 1, 2, 3, 4.
- Tell one thing at each stop.

7. Why is it there?

Teacher says: Here is another famous Melbourne place: the Shrine of Remembrance. It is a **memorial** — a memorial is a place that helps us remember. The Shrine helps us remember the people from Victoria who went to war. Before I tell you, say your idea: why is it up high on that hill, in that quiet park? (Children's ideas first — .E04.) ... Now the true why: it stands up high so you can see it from all over the city. Seeing it makes people stop and remember. And at 11 in the morning on 11 November — Remembrance Day — a line of light falls right on the word LOVE, inside the Shrine. Across the road from our station there is one more landmark — a **landmark** is a big thing you can see and know from far away: St Paul's Cathedral, the old church where people have prayed since 1891.

Why Is It There?



It is up high, in a quiet park, to help us remember.

A big stone place that helps us remember, up high in a quiet park, on a hill of grass. A red line shows you can see it from the city. Two people walk up to it.

- Say your idea.
 - Then listen: the teacher tells you why.
-

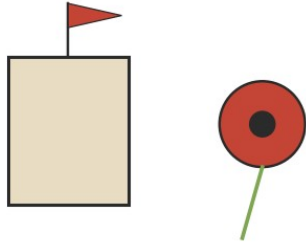
8. Two big questions

Teacher says: *Grown-ups who look after old places ask two big questions about them. Question 1: does the place help us remember a big thing from long ago? Their long word for that is commemorate — to commemorate is to do something to remember. The Shrine says yes: it commemorates the war. Question 2: does the place show who we are? The station says yes: meeting under the clocks is part of being from Melbourne. I will hold up three cards — the train place, the war memorial, the old church. Let us put each card under the question it answers. (Scaffolded task — .E05, retained questions only.)*

Why Do People Love This Place?

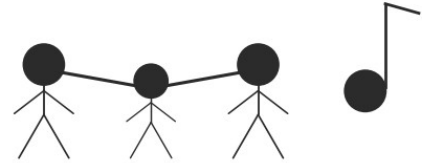
Question 1

Does it help us remember
a big thing from long ago?



Question 2

Does it show
who we are?



We put each place under the question it answers.

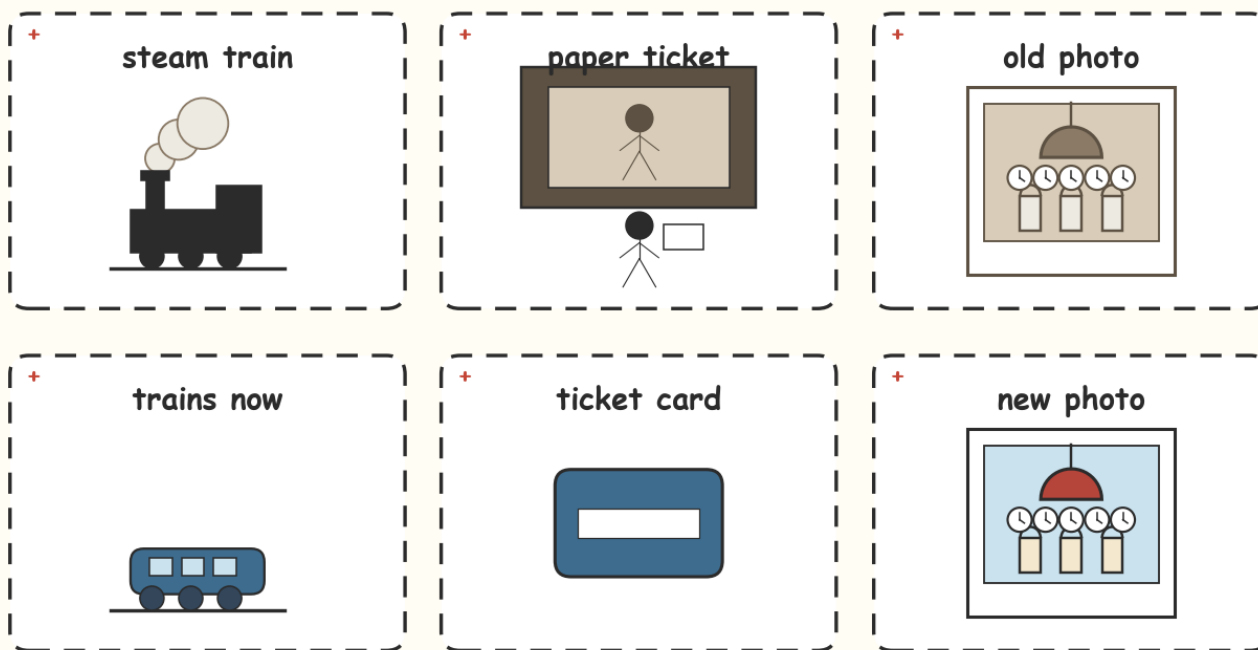
Two question boards. Question 1: does it help us remember a big thing from long ago? Question 2: does it show who we are? We put each place under the question it answers.

- Put each card under its question.

9. Sorting: past or now?

Teacher says: Watch me first. I take the steam-train card. A black train, smoke, no colour — those are my clues, so it goes in the past group. There — one card sorted. Your turn with the rest. (Modelled demonstration 2, then scaffolded task.)

Sorting Cards: Past or Now?



Six cards to put into two groups: steam train, paper ticket, old photo, trains now, ticket card, new photo.

- Put the cards in two groups: past and now.
 - Say why.
-

10. You try

1. Put the six cards in two groups with your partner. Tell your partner why each card goes where it goes.

2. Tell one change. Tell one thing the same. Draw them or say them.

What Changed? What Stayed the Same?

 What changed? the clocks	What stayed the same?
---	---

Tell one change and one thing the same.

Two boxes. One box asks what changed, with a picture of a black steam train. One box asks what stayed the same, with a picture of a clock. Lines to write or draw on.

3. Circle the clues we used today: a photo, a book, a newspaper, a story, an object, a video.

11. Tell or draw

- Tell the story of this place to your partner. Use: first, next, then, last.
- Or draw the story in four boxes.

What to look for

Oral or drawn response, scored against the band achievement standard (stated at the end of Level 2; a child who tells the story but cannot write it has still met it — D9), in this book's own words: the child says what changed and what stayed the same at a place in their community, says what a source shows and what it tells us, and compares long ago with now.

Expected responses (guide, not a script):

- *Sequence (part 2)*: 1854 first train stop → 1900 winning drawing → 1910 the big place opens → now, people still meet; child can point first / next / then / last in that order.
- *Sources (parts 3–4)*: child names at least one photo clue (hats, paper tickets, wood, no colour) and can say the old photo is from the past; can point to the six source kinds.
- *Tour (part 6, .E03)*: child tells one true thing at each of the four stops.
- *Landmark location (part 7, .E04)*: child offers an idea **before** the explanation is read, then hears the sourced reasons (seen from the city; the ray of light on LOVE; the church across the road).
- *Significance questions (part 8, .E05 retained)*: war memorial under “remember a big thing”; the station and the church under “show who we are” (accept either question for the church with a reason).
- *Sort (part 9)*: past group = steam train, paper ticket, old photo; now group = trains now, ticket card, new photo; the “why” is a clue (no colour / smoke / black train versus blue train / card).

- *Change and same (part 10)*: change = trains (black steam to new electric), tickets (paper to card), the building (small shelter to big stone place); same = the clocks, the meeting place, people still meet there.
- *Tell or draw (part 11)*: a four-part story using first / next / then / last, drawn or told.

How technology changed home, work, travel and talk

Here we look at old things and new things. We see what is not the same now, and we say what is good for us and what is hard for us.

Big question: **How have changes in technology shaped our daily life?**

CURRICULUM TRACEABILITY — teacher reference, not student text

Section 2C · Chapter 2 (Historical Knowledge and Understanding)

Book: History Level 1 (middle year of the Foundation to Level 2 band)

Owens: VC2HH2K06 (code checked against the VCAA VC2 Humanities: History export, retrieved 2026-07-29, re-read 2026-08-21)

Draws on: VC2HH2K06.E01, .E02 and .E03 as LINKAGE KEYS (TOC decision D7), cited in export order. They are not the teaching order; the teaching sequence below is age-ordered.

First Nations content: none sits in this CD or its elaborations (CCP check, TOC decision D3); none is authored here.

Band key question carried here: "How have changes in technology shaped our daily life?"

Vocabulary ceiling: Yr1 (TOC decision D2). Curriculum words and subject terms are defined at first use in "Words we will use".

Reading load: the teacher reads every line aloud (TOC decision D9); the child listens, points, sorts, draws, makes and tells.

Cross-refs: 2C seeds the technology-and-daily-life line that runs to Levels 9-10 and VCE Modern History (chapter 2 note); 3C draws on 2C's object work; 2C feeds 4A/4B.

Volume: 1 read-aloud teaching sequence (Steps 1-6) · 2 modelled demonstrations (Show 1-2) · 5 scaffolded tasks (Tasks 1-5) · 3 independent tasks (Tasks 6-8) · 1 oral/drawn response scored against the achievement standard's own language (Show what you know).

Words we will use

These words are new for us. We say them together and we use them all the time.

technology — the things people make to help them do things. A wood stove is an old technology. The stove in our kitchen is a new technology.

past — the time before now. Long ago is in the past.

present — now. Today is in the present.

source — a thing that helps us know about the past. Old things, old photos and old stories are sources.

artefact — a real old thing that people used. A rubbing board is an artefact.

consequence — what happens after a change. A consequence can be good for us. A consequence can be hard for us.

electricity — the thing that makes our lights and our television work. It comes to our homes from far away.

appliance — a home helper that runs on electricity, like the stove or the washing helper in our home.

Our teaching time — the teacher reads, we listen and talk

The teacher reads every [say] line. Children listen, talk, point and have a go. No child needs to read anything.

Step 1 — Cooking: then and now

The teacher shows Figure: *Cooking: then and now*.

Cooking: then and now



Two kitchens, side by side. On the left, from long ago: a black wood stove with a fire inside, a pot on top and wood next to it. On the right, now: a white stove with a pot on top and no fire.

[say] “Long ago, the stove at home was a wood stove. A fire inside made it hot. People kept the fire going with wood. Now look at the stove we use now. No fire! It gets hot with no smoke.”

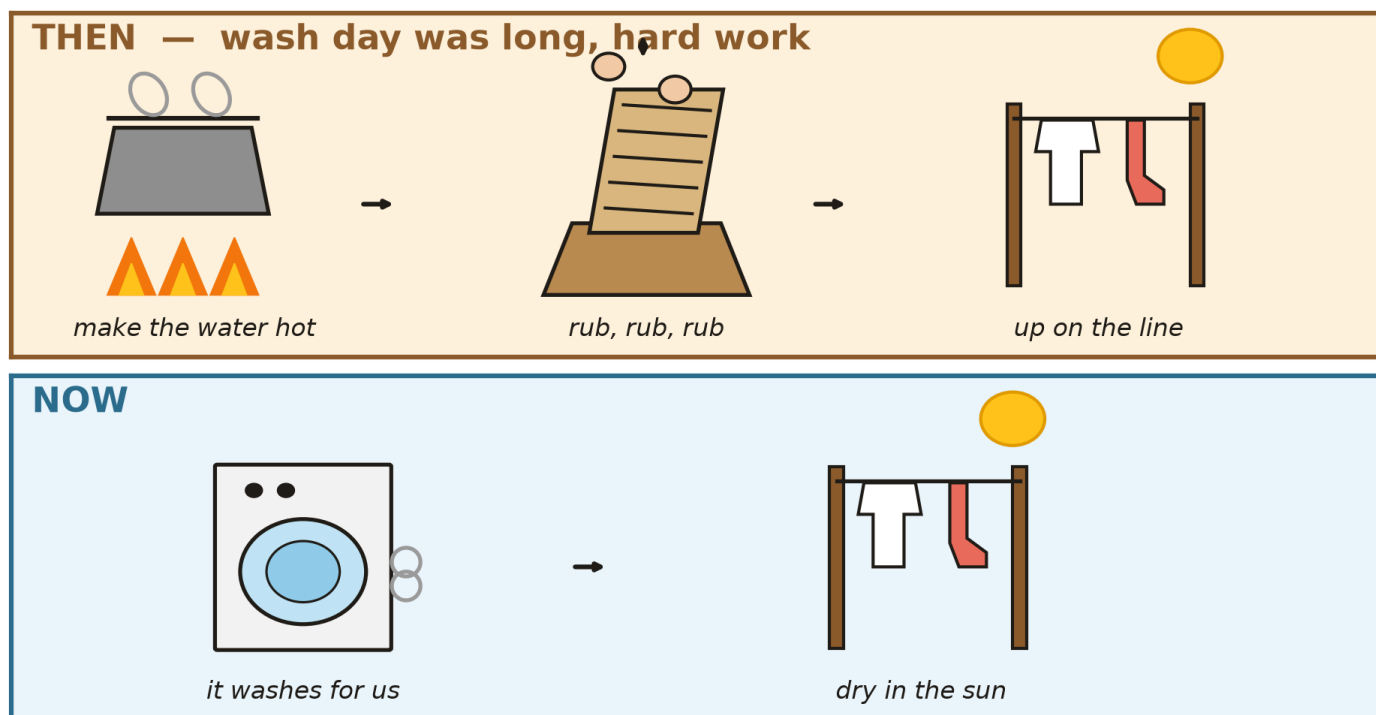
Children point to the fire, the wood and the pot. Then they point to the stove we use now.

[say] “Think of the oldest person in your family. When they were little, the stove at their home may have looked like the old one. That time is the past!”

Step 2 — Wash day: then and now

The teacher shows Figure: *Wash day: then and now*.

Wash day: then and now



Wash day, then and now. Then: a fire makes a pot of water hot, hands rub clothes on a board, and clothes dry on a line in the sun. Now: a helper washes for us, and clothes dry on a line in the sun.

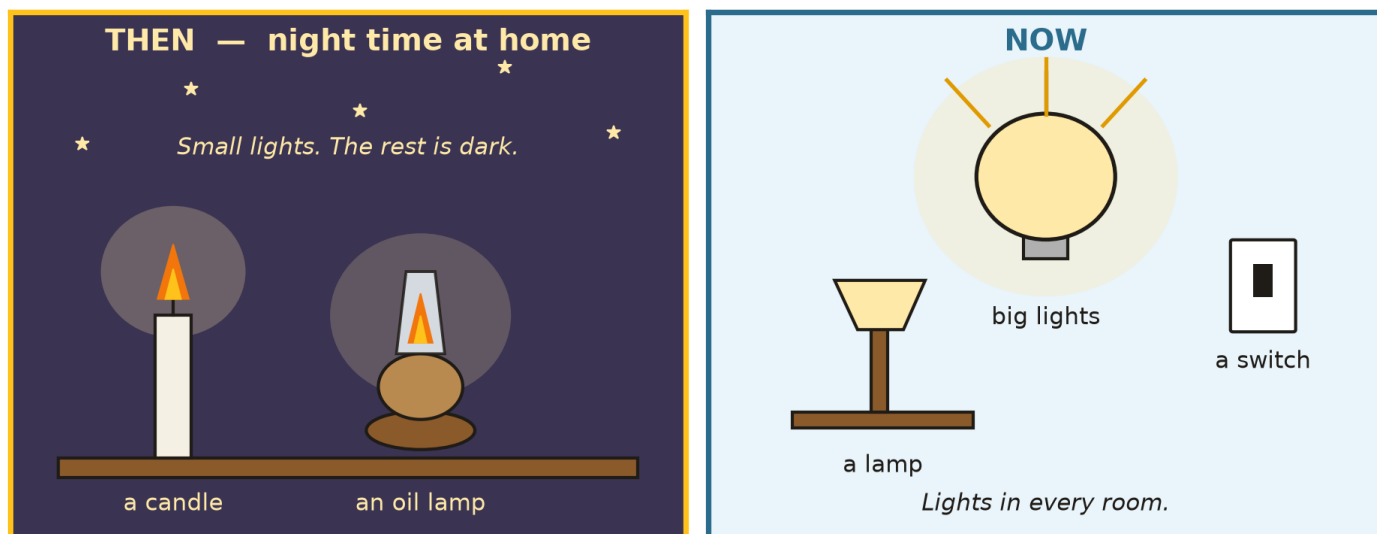
[say] “Long ago, wash day was long, hard work. First, make the water hot on a fire. Next, rub the clothes on a board: rub, rub, rub. Then put them up on a line to dry in the sun. Now, a helper washes for us. We still dry things in the sun!”

Children do the actions: stir for hot water, rub for the board, put hands up high for the line.

Step 3 — *Light at night: then and now*

The teacher shows Figure: *Light at home: then and now*.

Light at home: then and now



Light at home, then and now. Then: a dark room at night with a candle and an oil lamp; small lights. Now: a light room with a lamp, a big light and a switch on the wall.

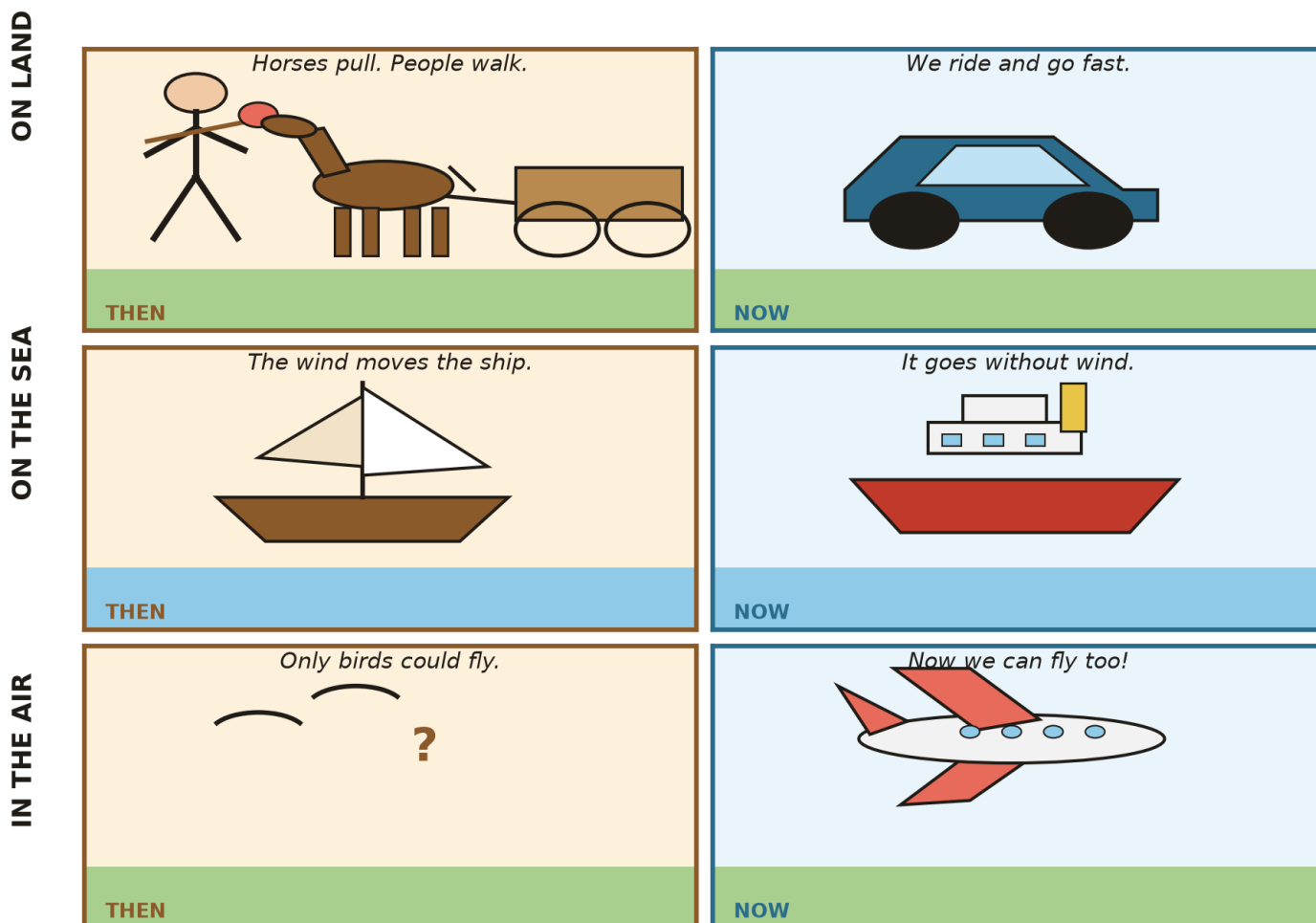
[say] “Long ago, the lights at night were small: a candle, an oil lamp. The rest of the room was dark. Now we switch on big lights. Lights in every room!”

Children make a small light with two fingers, then open their arms wide for big lights.

Step 4 — How we travel, and how we work

The teacher shows Figure: *Travel: then and now*.

Travel: then and now



Travel, then and now, in three rows. On land: people walk and a horse pulls a cart; now a car. On the sea: a ship with sails; now a ship with no sails. In the air: birds; now a big flying thing with wings and people in it.

[say] "On land, people walked, and horses pulled carts. Now we ride and go fast. On the sea, the wind moved the ships. Now ships go without wind. In the air, only birds could fly. Now people can fly across the sky too!"

[say] "Work changed too. Long ago, home work was done with hands, and it took a long time. Now our home helpers do the hard work, and we have time for play."

Children name the flying thing in the last picture before the teacher says the word for it.

Step 5 — How we talk to people far away

The teacher shows Figure: *How we talk to people far away.*

How we talk to people far away



Three ways to talk to people far away. A letter with a stamp. An old phone with a round part you turn. Now: two faces in two little windows, talking and seeing each other.

[say] “Long ago, a letter went from home to home. It was slow. Then came old phones with a round part you turn. You could talk, but you could not see your friend. And a radio put songs and news in the home, but you could not see anything. Now, digital things help us talk and see from far away!”

Children say hello to a friend three ways: wave for a letter, talk with eyes shut for an old phone, talk and look for now.

Step 6 — Good for us, and hard for us

The teacher shows Figure: *Is it good for us, or hard for us?*

Is it good for us, or hard for us?

New things can bring both. Put each card in a spot.

 GOOD FOR US	 HARD FOR US

A board with two sides. The left side says GOOD FOR US, with a happy face and three empty spots. The right side says HARD FOR US, with a sad face and three empty spots.

[say] “New things bring changes. A change can be good for us: the washing helper means no more rubbing all day. A change can be hard for us too: some people look at a phone and do not talk to the people right there. One thing can be both good and hard. That is what we look for today.”

Show and learn — the teacher shows how

Show 1 — I look at an old thing

The teacher holds up a rubbing board, or the rubbing-board picture from the wash-day figure.

The teacher thinks out loud:

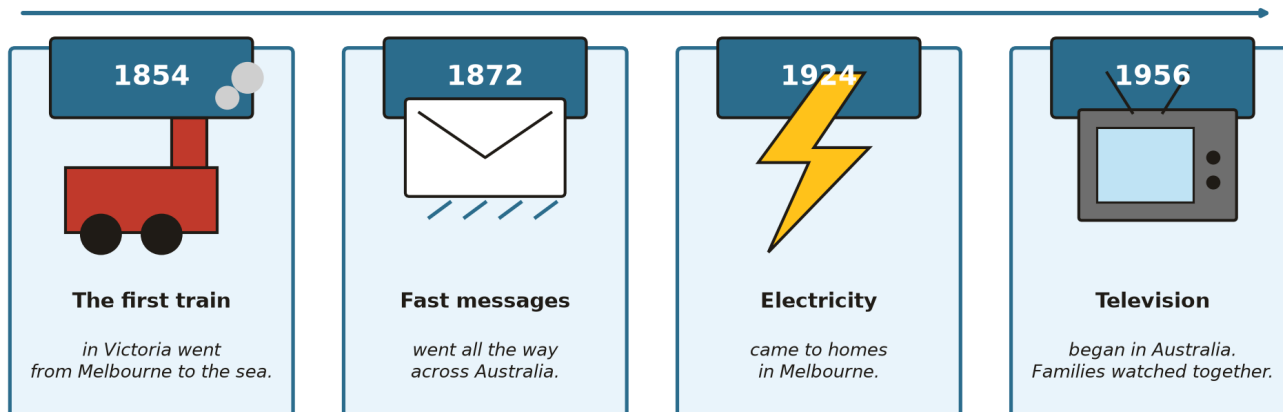
“This is an old thing. It is an artefact. It is a board with lines on it. People rubbed clothes on it to make them clean. It is from the past. Now we have a washing helper. The washing helper is a home appliance. This old board is my source. It helps me know how wash day was.”

The class says together: **Old thing, what did you do? What do we use now?**

Show 2 — A true story of four big days

The teacher shows Figure: *True events that changed how we live.*

True events that changed how we live



Four true story cards in a row along an arrow. 1854: the first train in Victoria went from Melbourne to the sea. 1872: fast messages went all the way across Australia. 1924: electricity came to homes in Melbourne. 1956: television began in Australia, and families watched together.

The teacher tells it as a story, one card at a time:

“In 1854, the first train in Victoria went from Melbourne to the sea. The top man in Victoria, Sir Charles Hotham, rode on it with his wife, Lady Hotham. It was short and fast, and people loved it.”

“In 1872, fast messages went all the way across Australia on a long line. Before that, a message from far away took many, many weeks. Now it was quick!”

“In 1924, electricity came to homes in Melbourne. Lights and home appliances did not need a fire.”

“In 1956, television began in Australia. A man named Bruce Gyngell said hello to everyone watching. Many families got a television for the big sports games in Melbourne that year. Families watched together.”

Children point to each card as it is told.

Let's do it together

The teacher reads each task. Children do it with help.

Task 1 — Then pile, now pile

The teacher shows picture cards: a wood stove, a stove like ours, a candle, an oil lamp, a washing helper, a rubbing board. Children say THEN or NOW and put each card in a pile.

Task 2 — Put wash day in order

The teacher shows the three THEN pictures from the wash-day figure: hot water, rubbing on the board, the line. Children help put them in order 1, 2, 3, and say each step out loud.

Task 3 — Match the travel pictures

The teacher points to a THEN picture on the travel figure, and children find its NOW friend: walking and the horse cart go with the car; the ship with sails goes with the ship that goes without wind; the birds go with the flying thing that carries people.

Task 4 — Good for us, hard for us

The teacher reads consequence cards, and children put them on the board:

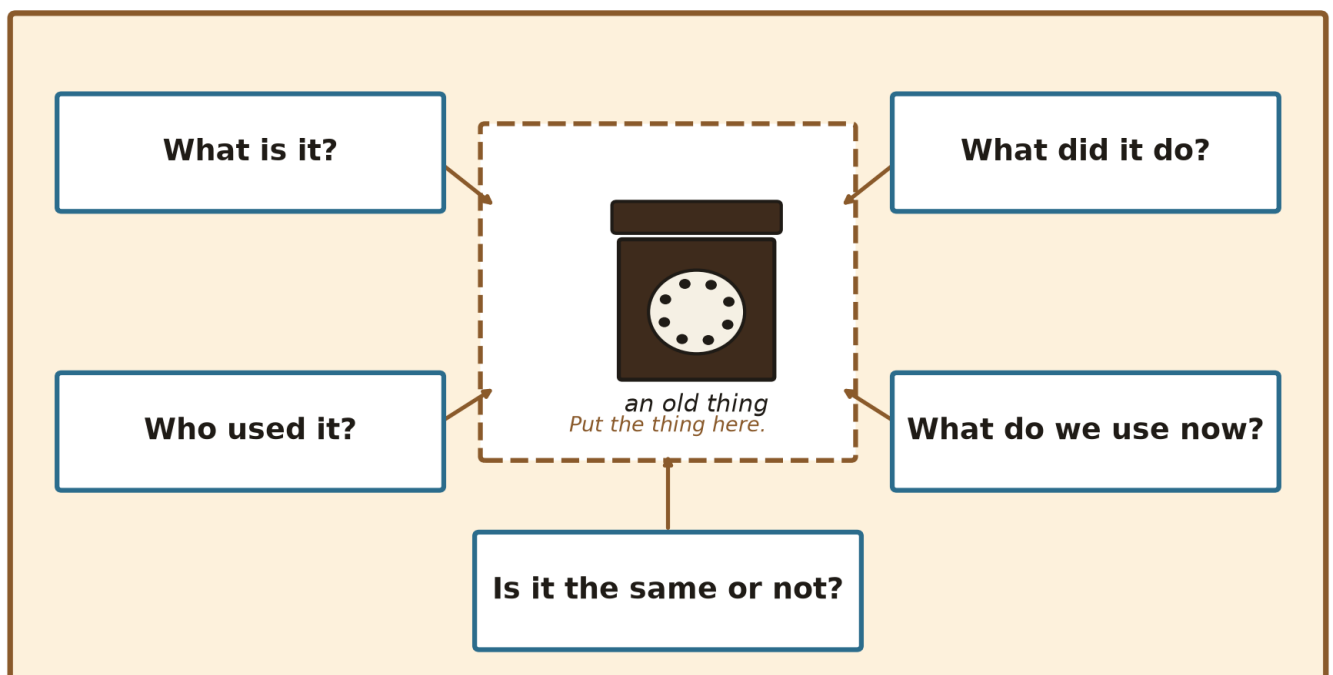
- “The washing helper: no rubbing all day.”
- “The train: fast to the sea.”
- “The old phone: we talk, but we do not see.”
- “Television: families watch together.”
- “The phone: some people look at it and do not talk.”

Then the big one: “Can a card go in both spots?” Children put the phone card in both, and say what is good and what is hard about it.

Task 5 — Ask the old thing

The teacher puts a real old thing — an artefact — on the mat, Figure: *What can we ask about an old thing?*

What can we ask about an old thing?



An old thing sits on a mat. Five cards around it ask: What is it? What did it do? Who used it? What do we use now? Is it the same or not?

Children take turns to ask the old thing a question. The teacher helps with the answers.

Your turn

Children do these tasks on their own. The teacher reads the task, and the child acts, draws, makes or tells.

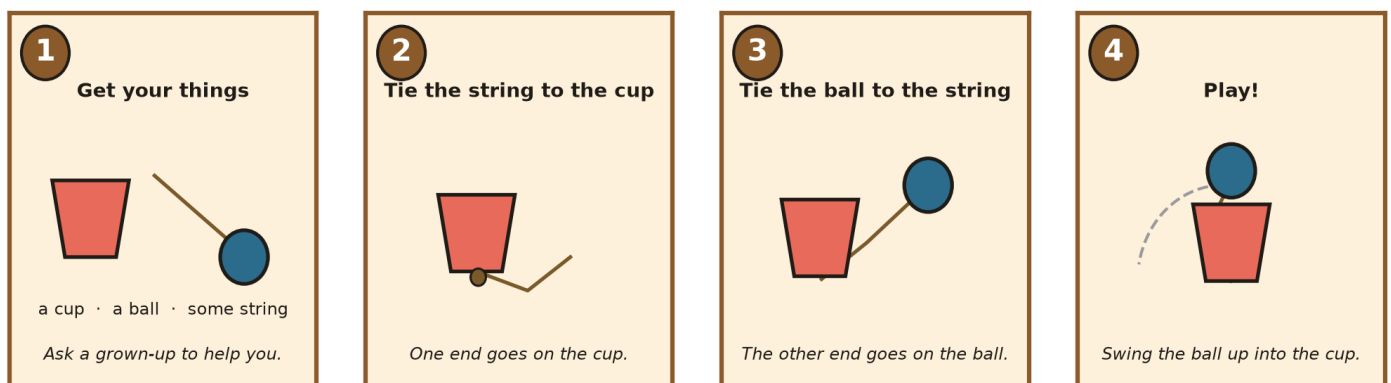
Task 6 — Draw a home: then and now

Draw one picture of a home from long ago, and one picture of a home now. Show one old thing and one new thing in each. Tell the teacher what is not the same.

Task 7 — Make a toy from long ago

Make a cup-and-ball with a cup, a ball and some string, Figure: *Make a toy: cup and ball*. It is a toy children played with when there was no electricity.

Make a toy: cup and ball



Four steps to make a cup-and-ball toy. Step 1: a cup, a ball and some string. Step 2: the string is tied to the cup. Step 3: the ball is tied to the other end of the string. Step 4: the ball swings up into the cup.

Task 8 — One good, one hard

Pick one new thing. Tell the teacher one way it is good for us, and one way it is hard for us.

Show what you know

Old and new in my life. The child tells the teacher about one old thing and one new thing in their home, their family or our town — or draws both and tells about the drawing.

The child tells three things:

1. What is the old thing? What is the new thing?
2. What is not the same?
3. What is good, and what is hard?

A child who tells but does not write has still done the task. Talking counts.

TEACHER GUIDE — scoring against the band achievement standard
(not student text; written for the adult professional)

Score the oral or drawn response against the band achievement standard (stated at the end of Level 2), at Level 1 pitch, in this book's own words: the student says what changed in how their family lives day to day, at home and in the wider community.

BEGINNING – with prompting, the student names one old and one new thing in their home or family (identifies changing technology in daily life).

GROWING – the student says what is not the same between then and now, and names one good and one hard consequence (names what changing technology did to home life).

GOT IT – the student also uses a source (an artefact, an old photo, a family story, the figures) in the telling: "This old thing shows ..." (says what new technology did to life in the wider community).

Oral language is an assessment channel in its own right at this level (TOC decision D9). A drawn response with a spoken account scores the same as a spoken-only response.

Deliberate scope notes:

- VC2HH2K06 and its elaborations carry no First Nations content (CCP check); per TOC decision D3 / CONTENT_POLICY Rule 1, none is authored here.
 - Student text names the washboard "rubbing board", the washing machine "washing helper" and the rotary dial "a round part you turn" to hold the Yr1 ceiling (TOC decision D2); the real terms are supplied orally by the teacher (D9) and recorded in the Sources block.
 - Consequence language is taught through the balanced frame "good for us / hard for us" per CONTESTED_TERMS.md: both sides are presented fairly, and every technology in this section is examined for both (steelman, Rule 2).
 - Elaborations E01-E03 are linkage keys, not teaching order (TOC decision D7).
-

SOURCES – real, named, checkable referents (TOC decision D4).

Not student text. All web sources retrieved 2026-08-24.

1. Content description and elaborations: Victorian Curriculum F-10 Version 2.0, Humanities: History, Foundation to Level 2, VC2HH2K06 with elaborations .E01-.E03, referenced by code against the VCAA VC2 Humanities export of 29-07-2026 and the cross-check CSV VC2_AS-CD-Elab_29-07-2026.csv (retrieved 2026-07-29; re-read 2026-08-21).
2. First steam railway in Victoria: the Melbourne and Hobson's Bay Railway Company ran the first steam train in Victoria on 12 September 1854, from Melbourne (near the later Flinders Street station site) to Sandridge (Port Melbourne), about 4.2 km; Lieutenant-Governor Sir Charles Hotham and Lady Hotham travelled on the line.
Source:
https://en.wikipedia.org/wiki/Melbourne_and_Hobson's_Bay_Railway_Company,
retrieved 2026-08-24.
3. Australian Overland Telegraph Line: completed 22 August 1872, joining Darwin and Adelaide; messages between Australia and Europe went from months by ship to hours on the line.
Source: https://en.wikipedia.org/wiki/Australian_Overland_Telegraph_Line,
retrieved 2026-08-24.
4. State Electricity Commission of Victoria: Yallourn power station began supplying electricity to Melbourne from 1924.
Source:

https://en.wikipedia.org/wiki/State_Electricity_Commission_of_Victoria,
retrieved 2026-08-24.

5. Television in Australia: regular television began in 1956; Bruce Gyngell opened TCN-9 Sydney on 16 September 1956 with "Good evening, and welcome to television"; HSV-7 Melbourne began on 4 November 1956; the 1956 Melbourne Olympic Games drove television uptake.
Source: https://en.wikipedia.org/wiki/Television_in_Australia, retrieved 2026-08-24.
6. Washing machine history: washing by hand (soak, scrub, rinse, hang) was a whole-day job; electric washing machines from 1904; first automatic machine 1937.
Source: https://en.wikipedia.org/wiki/Washing_machine, retrieved 2026-08-24.
7. Kitchen stove history: wood and coal stoves gave way to gas (widespread from the 1880s) and electric stoves (early 1900s).
Source: https://en.wikipedia.org/wiki/Kitchen_stove, retrieved 2026-08-24.
8. Rotary dial: finger-hole dial telephones from about 1907; a caller put a finger in a hole, turned, and let go.
Source: https://en.wikipedia.org/wiki/Rotary_dial, retrieved 2026-08-24.
9. Cup-and-ball: traditional toy recorded from the 14th century; a ball on a string is swung into a cup; Jane Austen played the "bilbocatcher" form.
Source: <https://en.wikipedia.org/wiki/Cup-and-ball>, retrieved 2026-08-24.
10. All nine figures in this section are original drawings made for this book (TOC decision D4). The old phone shown in the figures is an invented rotary-dial phone, not a real named object.