

Mathematics Level 7

Chapter 3 — Historical Concepts and Skills: asking questions, ordering time and using sources

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Asking questions about the past and present

History 1 · 3A · VC2HH2S01 · Draws on .E01 .E02 .E03 .E04 .E05 · Links to 1A, 1C, 2B

The teacher reads all of this page to the class. The children listen, look, talk, draw and point. No child needs to read to start. The pictures, the old things and the words of the teacher carry the history.

What we are learning

The past is all the time before now. Before today. Before this morning. When you were a baby, that was in the past.

Now is **the present**. Today is the present. In this book, *the present* means *now*. (A present can also be a gift. That is not what we mean here.)

History is the story of the past. We find out about the past from **sources**. A source is something that helps us find out about the past. Old things, old photos and old stories are sources.

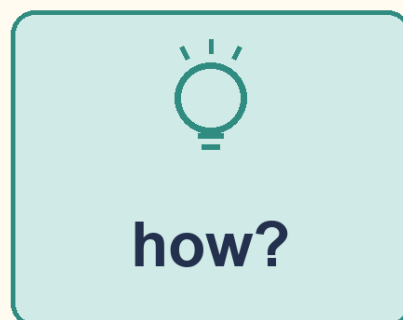
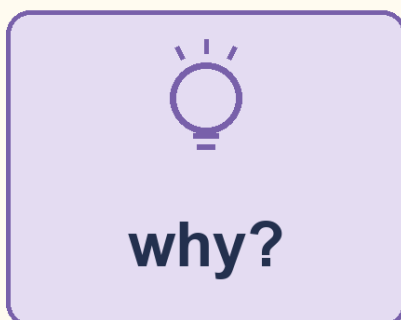
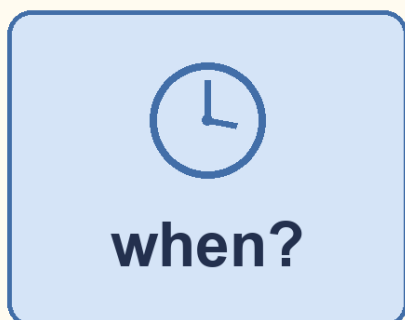
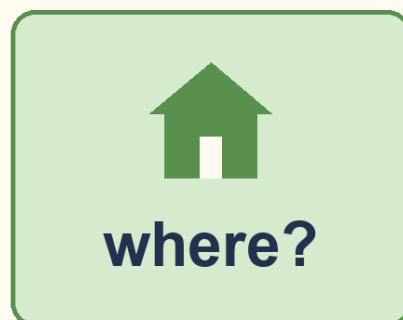
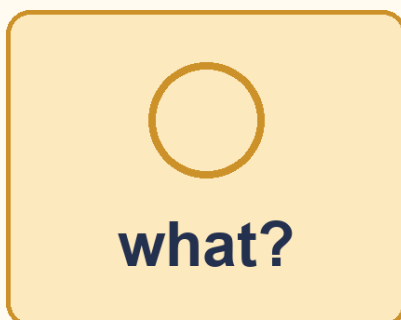
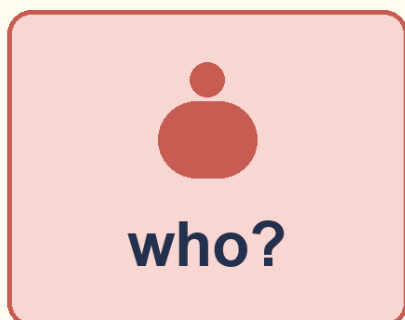
A **question** is what you want to know. “Who is that?” is a question. “What is this?” is a question. To **ask** is to say a question. A **historical question** is a question about the past.

In 3A we learn to ask questions about four things: **objects, people, places** and **events**. We ask about long ago and about now.

Six little words help us ask questions:

who · what · where · when · why · how

The six question words



Six cards with the six question words: who, what, where, when, why and how

We ask our questions about four groups:

- **people** — mum, dad, grandma, grandpa, your friends
- **places** — home, school, the park, the shops
- **objects** — an old toy, an old photo, an old shoe
- **events** — your birthday, a party, the first day of school

Four groups for our questions



people

like: mum · dad · grandma



places

like: home · school · park



objects

like: old toy · old photo · old shoe



events

like: your birthday · a party

Four groups for our questions: people, places, objects and events, with a picture in each group

Words we use

- **question** — what you want to know
- **ask** — to say a question
- **the past** — all the time before now
- **the present** — now (in this book)
- **history** — the story of the past
- **source** — something that helps us find out about the past, like a photo, an old toy or a story
- **object** — a thing you can see or hold
- **event** — something that happens, like a party or a birthday
- **historical question** — a question about the past

Teach it first — the words and ways of the teacher

1. **DO.** Sit together on the floor. Put one old thing and one new thing in front of the class. Good pairs: an old wooden train and a new toy car, an old shoe and a new shoe, an old photo and a new photo.
2. **SAY.** “Look at these two things. One is old. One is new. The old one is from a long time ago. It is from the past.”
3. **SAY.** “Today we learn to ask questions. A question is what we want to know. When we ask, we find out.”
4. **SHOW** the six question words (the first picture on this page). **SAY.** “Who? What? Where? When? Why? How? Six little words help us ask.”

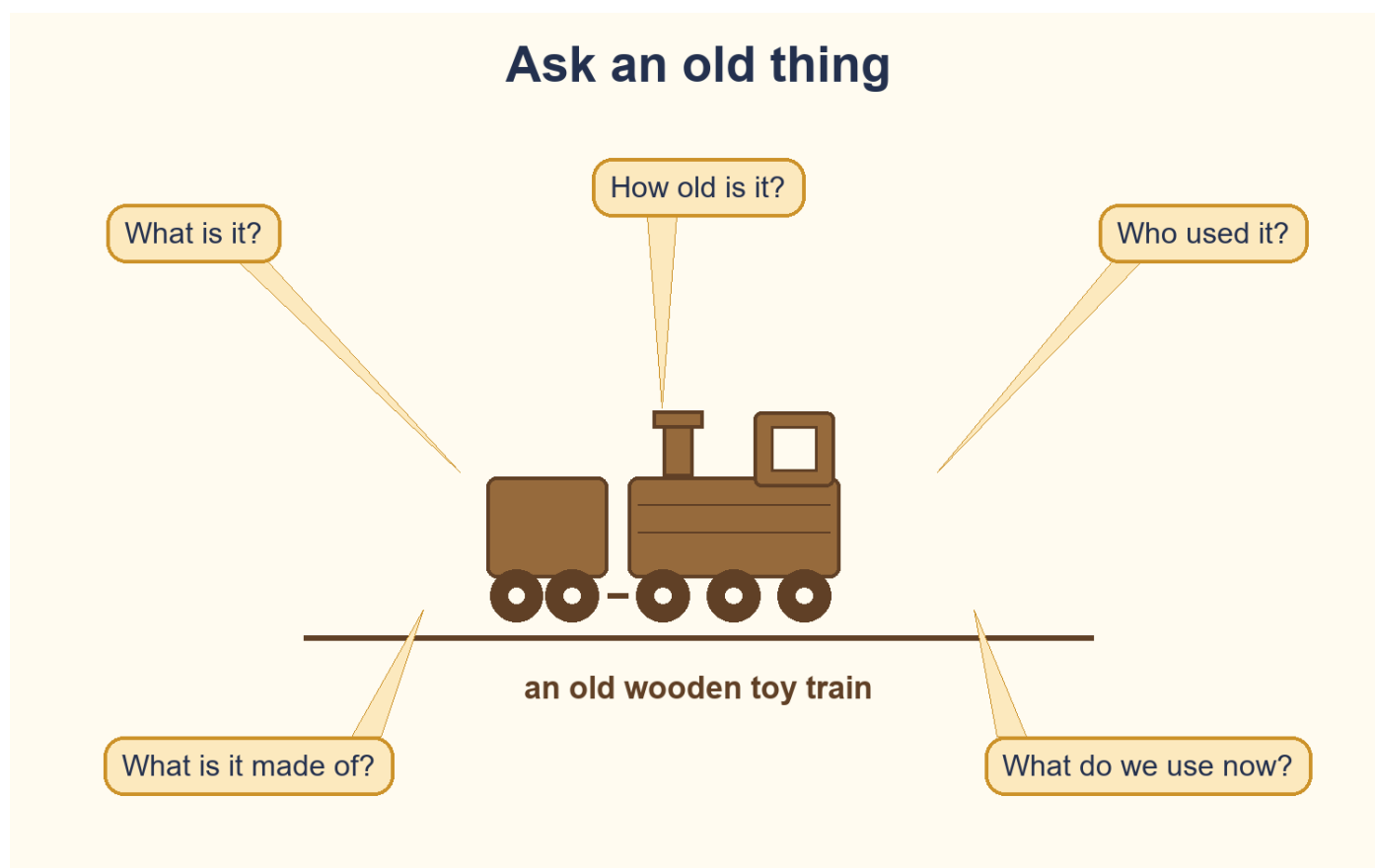
5. **DO.** Hold up the old thing. **SAY.** “What is it? How old is it? Who used it? What is it made of?” Point to the question words as you say them.
 6. **SAY.** “I do not know the answers yet. That is a good thing. Good questions come first. The answers come next.”
 7. **SHOW** the four groups picture. **SAY.** “We can ask about people. We can ask about places. We can ask about objects. We can ask about events.”
 8. **DO.** Ask the class for their questions about the old thing. Write each one on a card. Read each card to the class. Put the cards up on the wall.
 9. **SAY.** “Well done. You asked good questions about the past.”
-

Show 1 — Ask an old thing (draws on .E01)

What you need: one old thing from home. Try an old wooden spoon, an old shoe, an old hat, an old photo or an old toy. A new one of the same thing helps too.

What to do:

1. Show the old thing. Let the children look at it and hold it.
2. Ask, one at a time: *What is it? How old is it? Who used it? What is it made of? What do we use now?*
3. Write each question on a card. Put the cards next to the thing.
4. Tell the class: “We may not know the answers today. Good questions come first.”
5. The children add their own questions. Write these on cards too.



An old wooden toy train with five questions about it

Show 2 — Ask before, in and after a story (draws on .E02)

What you need: a short story about a child from long ago. You can make one up about a place the children know. Here is one to try:

Anna lived in this town a long time ago. She was six, like you. Each day she walked to a small school with her brother. There were no cars at her school. There was a big bell by the door. When the bell rang, all the children ran in. Anna sat at a long wooden desk. She had a book and a pencil. At lunch she played games with her friends. After school she walked home and helped her mum.

What to do:

1. **Before the story, say:** “I will read you a story about a girl from long ago. What do you think it is about?” Wait for answers. Write two of them on cards.
2. **In the story, stop and ask:** “Where is Anna now? What can she see? How does she get to school?”
3. **After the story, ask:** “What did Anna do at school? What was her school like? What do you want to ask Anna?”
4. Write the questions of the children on cards. Add them to the question wall.

Ask before, in and after a story

before the story	in the story	after the story
What do you think it is about? Who is in it?	Where is she now? What can she see?	What did she do? What do you want to ask her?

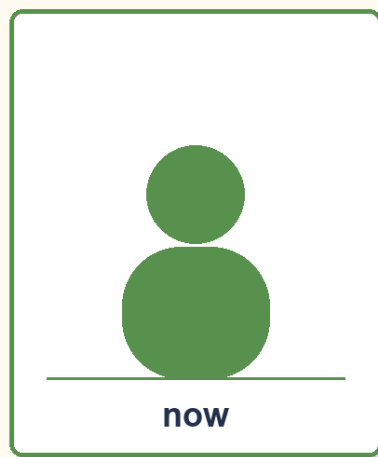
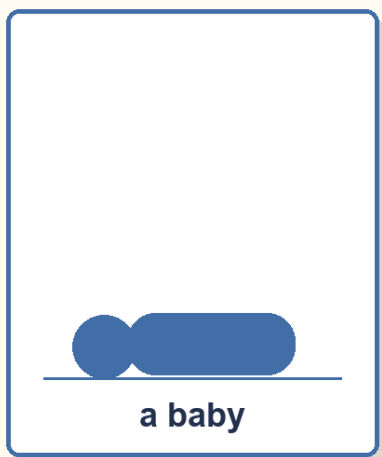
Questions to ask before, in and after a story

We do together

Q1. Match the word to the picture. Put four picture cards on the wall: a person, a house, a clock, a ball. Read each question word card — *who*, *where*, *when*, *what*. The children put each word next to its picture. Then hold up *why* and *how*: these two ask for more words, not a thing.

Q2. My life in three photos (draws on .E01). Each child has three photos from home: as a baby, when they were small, and now. Read the three questions: *What age was I? Where was this? What was I up to?* The children talk with a friend about their photos: “This is me as a baby. I was at home. I could not walk!” The teacher writes one question on a card for each child and puts it by their photos.

My life: then and now



What age was I?

Where was this?

What was I up to?

ask about each photo

Three photos of one child: a baby, a small child, and now

Q3. Cards to ask at home (draws on .E03, .E04). Show the six family cards (the next picture). Each child picks three cards to take home. They ask someone in their family: mum, dad, grandma or grandpa. Then they bring the answers back to class and tell a friend.



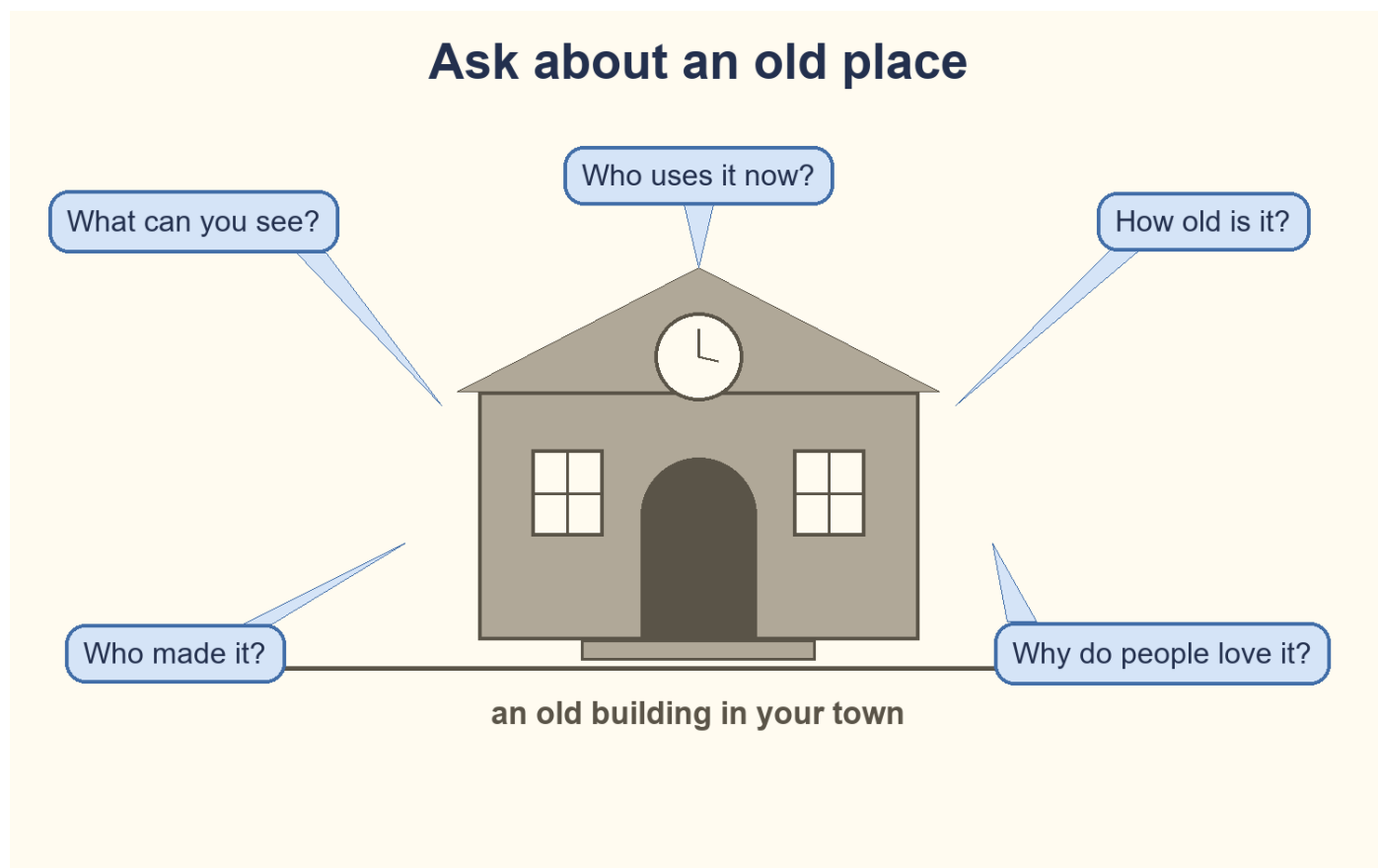
Six question cards to ask the people in your family

Q4. The question wall (draws on .E01). Make a big table on the wall with six rows: *who*, *what*, *where*, *when*, *why*, *how*. The children say questions about our school and our class. The teacher writes each one on a card and puts it in its row. Read the wall together at the end of the week.

Our question wall	
who?	Who works at our school?
what?	What is the oldest thing in our room?
where?	Where do we play at lunch time?
when?	When did our school start?
why?	Why do we love our park?
how?	How old is our school?

A question wall with one question for each question word

Q5. Ask about an old place (draws on .E05). Show a photo of an old building in your town that the children know: the hall, the bridge or the church. The children ask questions about it: *What can you see? How old is it? Who made it? Who uses it now? What is it for? Why do people love it?* Write the questions on cards and add them to the question wall.



An old building with five questions about it

You try

T1. Draw and ask. Draw an old thing at your home. Say two questions about it to a friend. Your friend can ask you one back.

T2. Put the cards in groups. Three boxes: *people, places, objects*. The teacher reads each card. You listen and put it in the right box.

T3. Tell. Think of one question you want to ask grandma or grandpa. Tell it to a friend. Draw what you think they will say.

Big talk — one child, one source, three questions

Each child picks one source: their photos, an old thing from the class box, or a story they know. They look at it and ask three questions about it. The teacher writes down what each child says.

Listen for:

- Does the child ask about the past?
- Does the child use *who, what, where, when, why* or *how*?
- Does the child look at the source as they ask?

Mark each one **yes** or **not yet**. Code VC2HH2S01 is about children asking their own questions about the past. A child who can say their questions has done the work, even if they cannot write them.

Answers and ideas

Q1. *who* goes next to the person. *where* goes next to the house. *when* goes next to the clock. *what* goes next to the ball. *why* and *how* have no picture here: they ask for more words.

Q2. Ideas: “What age was I?” — “You were one.” “Where was this?” — “You were at home.” “What was I up to?” — “You were sleeping.”

Q3. Any three of the six cards are a good pick. One answer from a parent could be: “I was born in a town by the sea.” “I played with my dolls.” “My best friend was my sister.”

Q4. Ideas for the wall: “Who works at our school?” “What is the oldest thing in our room?” “Where do we play at lunch time?” “When did our school start?” “Why do we love our park?” “How old is our school?”

Q5. Ideas: “What can you see?” — “I can see a big door and a clock.” “Who uses it now?” — “Many people go in and out each day.” “Why do people love it?” — “It is old and it is part of our town.”

VC2 links (for the teacher)

Owns: VC2HH2S01 (code checked against the VCAA VC2 Humanities export of 29-07-2026).

Draws on: .E01 .E02 .E03 .E04 .E05 — linkage keys, not teaching order (TOC decision D7).

Where the sources come from: 1A gives the family photos and stories; 1C gives the old things from the classroom; 2B gives the old place in your town. The question wall and the family cards are a good start for 3B (putting events in time order) and 4D (telling the story).

Question bank: the question bank has 6 live questions for VC2HH2S01 (TOC.md, §3).

Note: this part has no Aboriginal or Torres Strait Islander learning (TOC.md, §2 D3).

Putting events in time order

History 1 · Level 1 · Chapter 3 — Historical Concepts and Skills: asking questions, ordering time and using sources · Subtopic 3B. Teaching order: eighth of fourteen, after 3A and before 3C (sections run in VCAA code order, TOC §3).

Owns: VC2HH2S02 (Historical Concepts and Skills · Chronology · Foundation to Level 2 band). Code checked against Victorian Curriculum F–10 Version 2.0, Humanities: History (VCAA), via the export VC2_AS-CD-Elab_29-07-2026.csv (retrieved 2026-07-29; no History authority JSON exists yet — TOC §1).

Elaborations drawn on: VC2HH2S02.E01, .E02, .E03 — all three elaborations of this CD.

Linked bank: 6 MCQs keyed to VC2HH2S02 (live post-purge) — digital asset only, not printed (TOC D8).

Content policy (TOC D3): sections 3A–3D carry no Aboriginal and Torres Strait Islander content, and none is authored in.

Reading load (TOC D9): every task wording is read aloud by the teacher; responses are drawings, placements, pointing and speech. Student-facing text runs from “What we are learning” to “Answers”; the front matter above and the Teacher note at the end are for the teacher. The events ordered here are drawn from Chapters 1–2 — the daily-life events of 1C and the community place of 2B — as the chapter note directs.

What we are learning

Time goes one way. Events happen one by one.

An **event** is something that happened. Your first day at school is an event. A birthday is an event.

We can put events **in order** — which one came first, which came next, which came last.

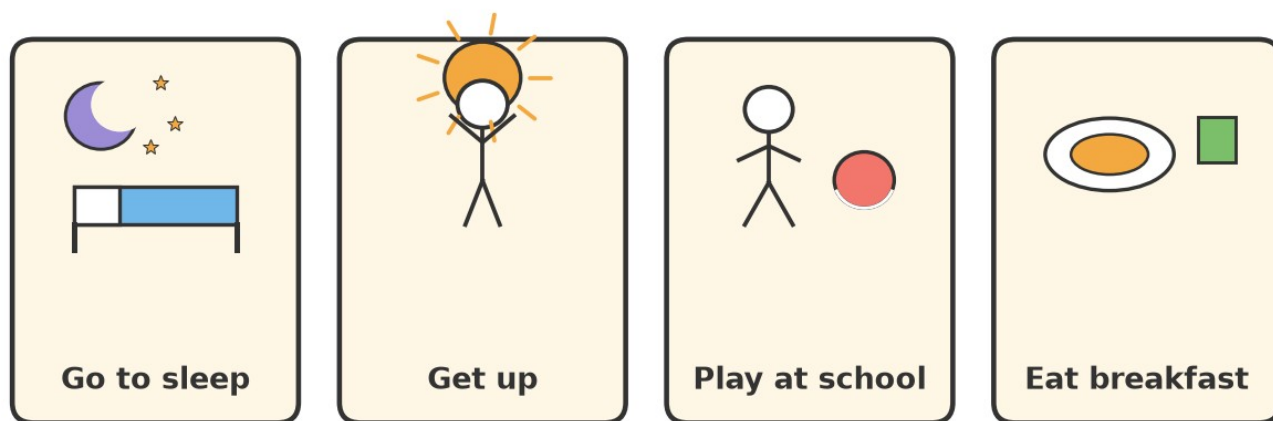


Four word cards: FIRST, NEXT, THEN, LAST.

New words:

- **first / next / then / last** — order words. First is at the start. Last is at the end.
- **chronological order** (say: kron-uh-LOJ-ik-ul) — the order things really happened in, first to last. When we put events in that order, we are **sequencing** them.
- **past** — time that is gone; things that happened before now. **Now** is today.
- **timeline** — pictures of events on a line, in order. The first event sits at one end. The last event sits at the other end.
- **history** — stories about the past.
- **community** — the people and places around where you live: your street, your school, your town.

Look at one day. What happened first? What happened last?

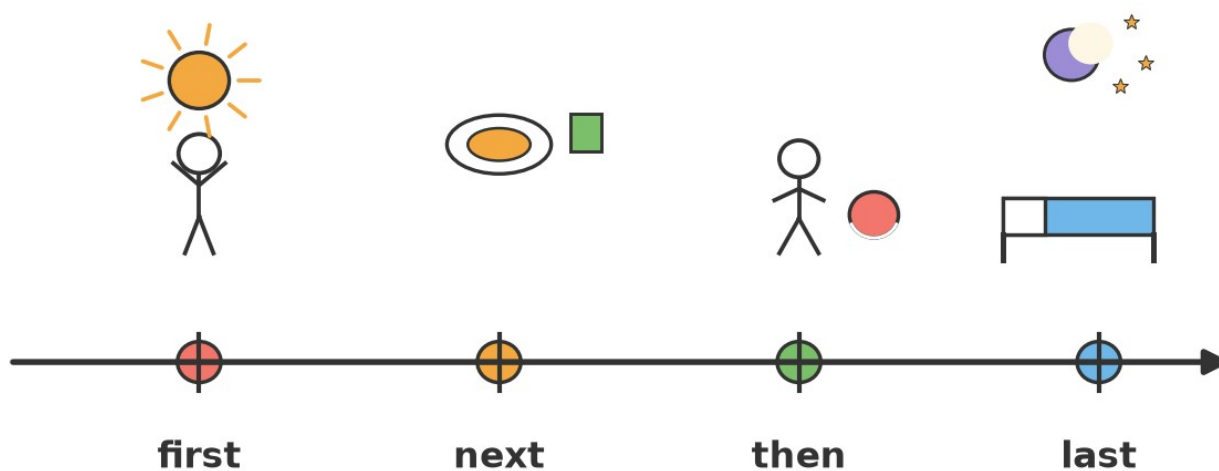


Mia's day — but the pictures are all mixed up!

Four picture cards of Mia's day, mixed up: go to sleep, get up, play at school, eat breakfast.

We can put the pictures in order — on a line!

Mia's day, in order: first, next, then, last

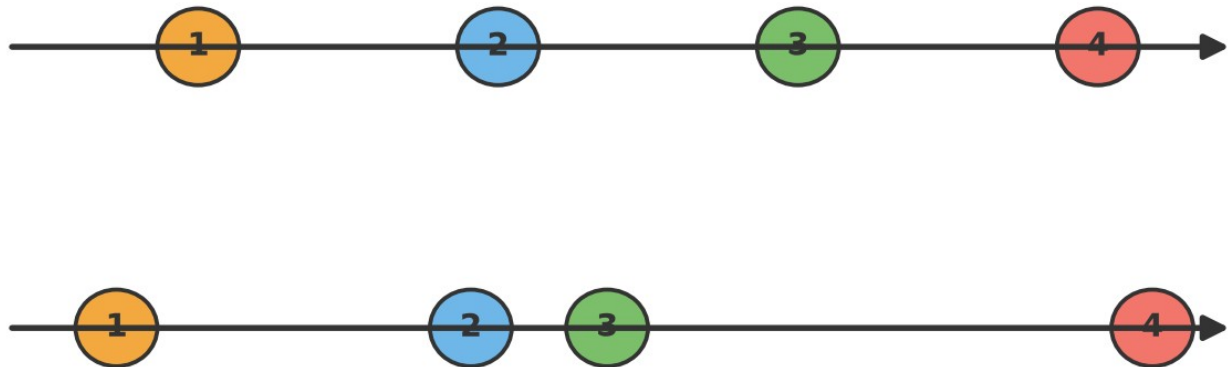


Mia's day in order on a timeline: first she gets up, next she eats breakfast, then she plays at school, last she goes to sleep.

First, Mia gets up. Next, she eats breakfast. Then, she plays at school. Last, she goes to sleep. That is the story of her day, in the order it happened.

Big idea. On our timelines, the gaps between pictures do not matter. The order is what matters!

The same story ...



... same order! The gaps do not matter.

Two timelines that show the same four events in the same order with different gaps: same story — the gaps do not matter.

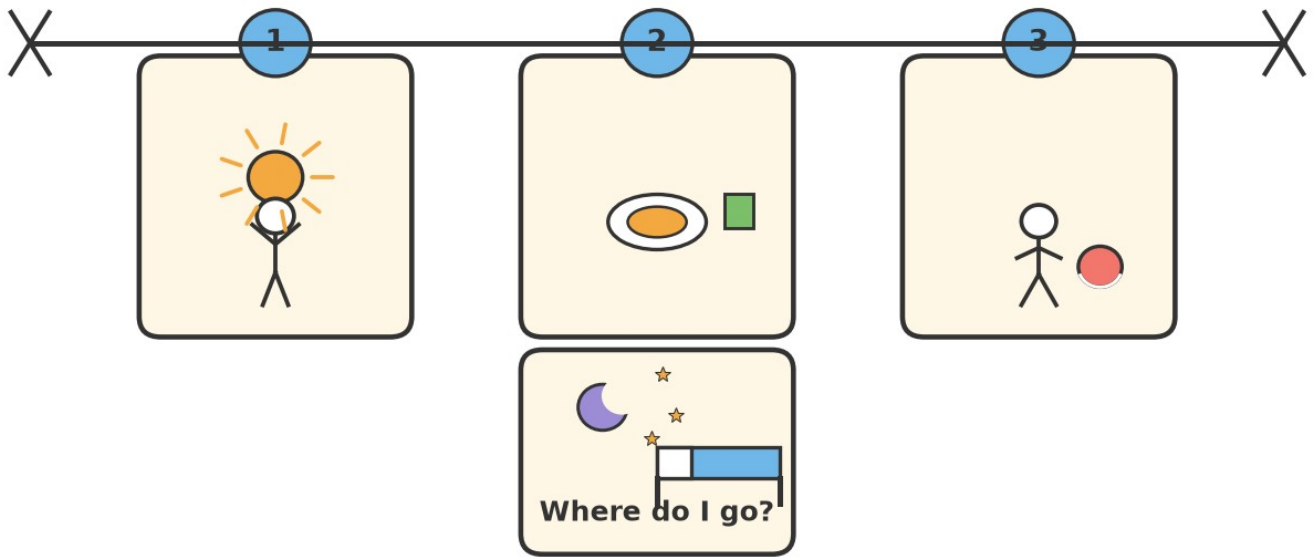
Do it with your class

You need: big picture cards of Mia's day (get up, eat breakfast, play at school, go to sleep), a long piece of string, sticky tape.

1. Sit together. Show the four cards, mixed up. Say: *"Look! Mia's day. Oh no — the pictures are all mixed up!"*
2. Say: *"What happened first?"* Wait. *"Yes! Mia got up."* Tape the card to the left end of the string. *"First, Mia got up."*
3. Say: *"What comes next?"* *"Next, Mia had breakfast."* Tape the card. Then: *"Then, Mia played at school."* Tape the card.
4. Say: *"What comes last?"* *"Last, Mia went to sleep."* Tape the card at the end.

5. Say: “Look! We made a timeline. The pictures sit in the order they happened — first, next, then, last.”

We put the cards on the line, in order.



A string with three cards taped in order, 1, 2 and 3 (get up, eat breakfast, play at school), and a fourth card (go to sleep) waiting below: where does it go?

6. Tell the story together, pointing to each card: “First, Mia got up. Next, she had breakfast. Then, she played at school. Last, she went to sleep.”
 7. Say: “What happened before play — get up, or go to sleep?” “What happened after breakfast?” Children answer.
 8. Mix the cards up again. Let a child come and put them back in order.
-

Worked examples

Example 1 — Mia’s life on a timeline

Try this. Mia has four photos. They are all mixed up! Put them in order, then tell her story.



Rides her bike



Is a baby



Starts school



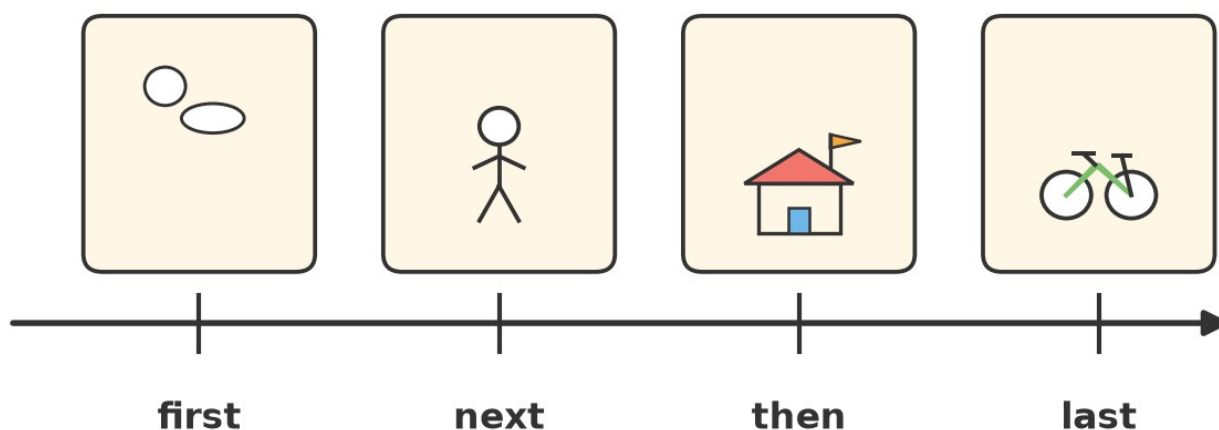
Walks

Mia's photos are all mixed up!

Four photos of Mia’s life, mixed up: rides her bike, is a baby, starts school, walks.

What we do	Why
1. Look at all four photos.	We want the order they happened in.
2. Which one came first? Mia was a baby.	A baby comes before walking.
3. What came next? Mia learned to walk.	Walking came after being a baby.
4. What came then? Mia started school.	School came after that.
5. What came last? Mia rides her bike.	She is big now!
6. Put the photos on a line: baby, walk, school, bike.	Now the order is easy to see.

Mia's life, in order



Mia's life in order on a timeline: first she was a baby, next she walked, then she started school, last she rode her bike.

Now tell the story: "First, Mia was a baby. Next, she learned to walk. Then, she started school. Last, she rode her bike."

More big events. Your life may have these too: a new brother or sister came; you moved house; you were sick for a time; you did something really well. They are all events for your timeline!

Example 2 — a real place on a timeline

Try this. Flinders Street Station is a real place in Melbourne. Many people in Melbourne's community ride the trains there. Its story has three parts. Put them in order.

- In 1854, the first trains stopped on that spot.
- In 1910, a big new building opened, with clocks!
- Today, friends meet under the clocks.

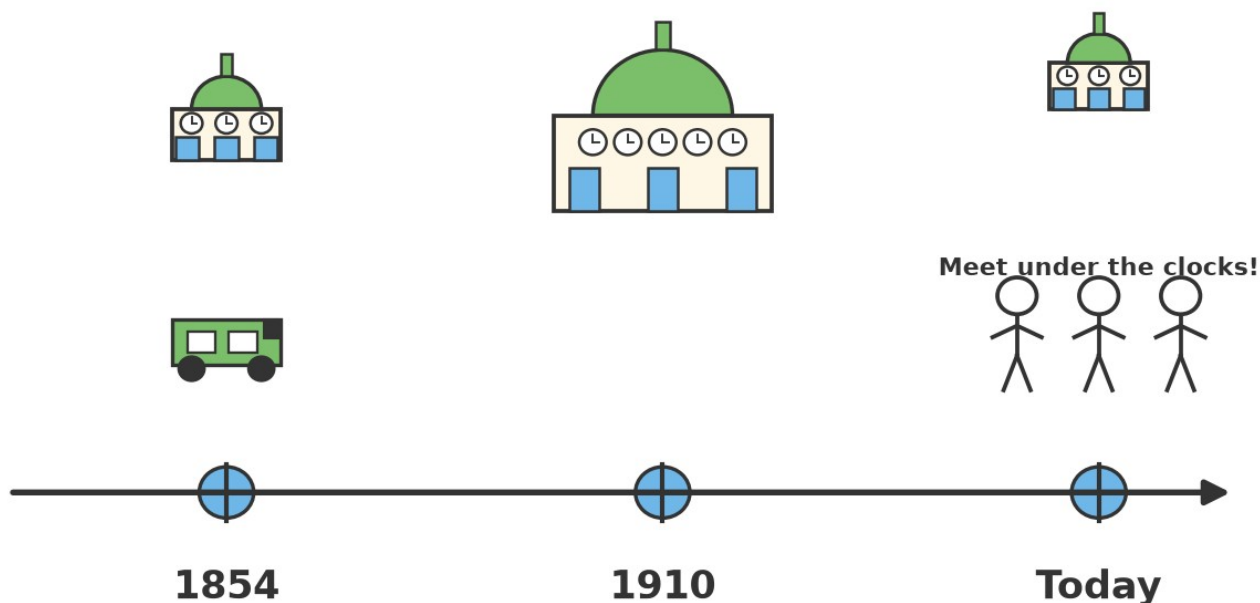
What we do

1. Look at the three parts: 1854, 1910, today.
2. First: 1854 — the first trains stopped there.
3. Next: 1910 — the big building with clocks opened.
4. Last: today — friends meet under the clocks.
5. Put them on a line, in order.

Why

We want the order they happened in.
 1854 came a long time ago.
 1910 came after 1854.
 Today is now!
 That is the story of the place.

Flinders Street Station, Melbourne — a real place!



The story of Flinders Street Station, Melbourne, on a timeline: 1854 a small first building with a train; 1910 the big new building with a round roof and a row of clocks; today people meet under the clocks.

The order is: 1854, then 1910, then today. That is the history of that place — in order!

Now you try

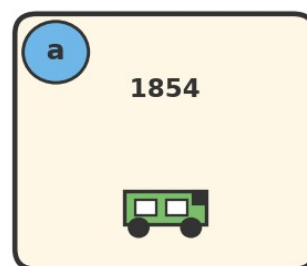
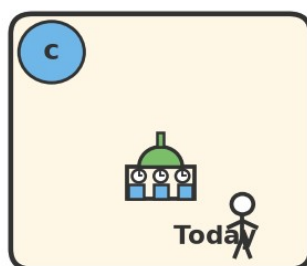
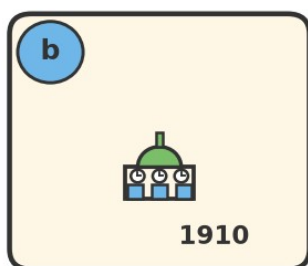
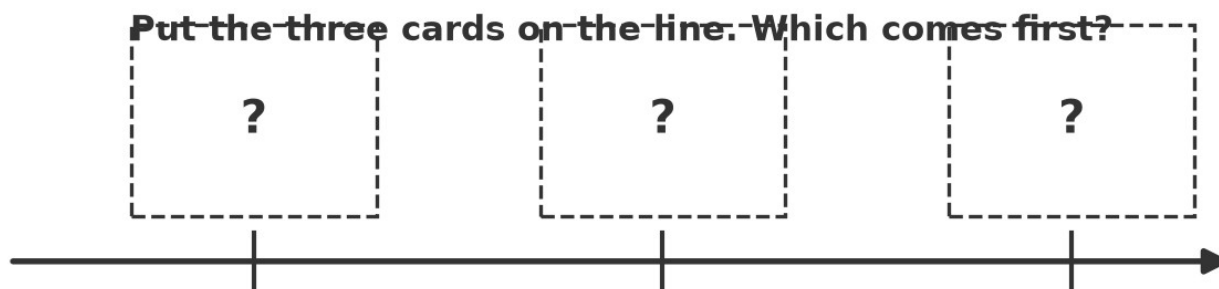
With your teacher

Q1. Mia's day cards are mixed up (the picture in "What we are learning"). Number them 1, 2, 3, 4 — first, next, then, last.

Q2. Say *before* or *after*.

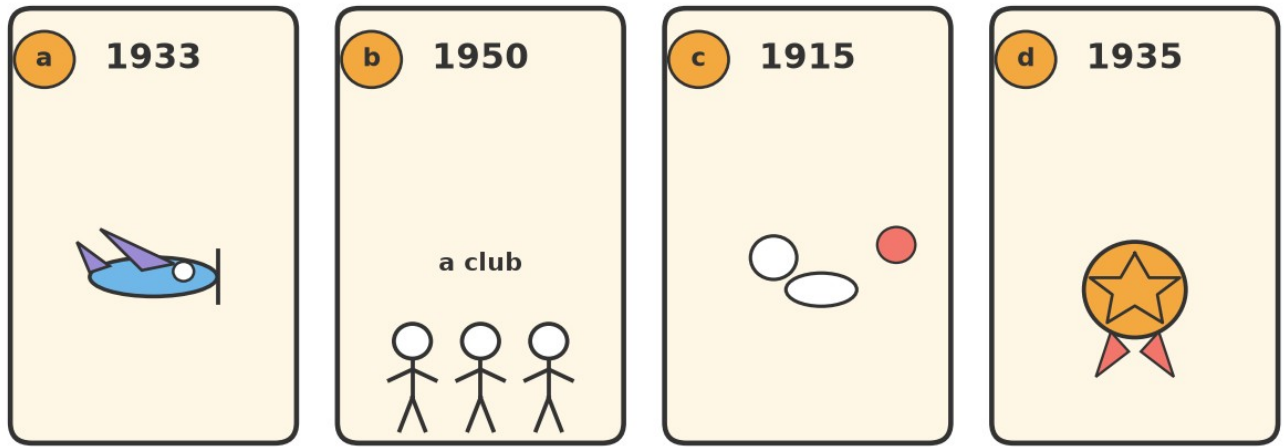
- (a) Get up comes _____ go to sleep.
- (b) Play at school comes _____ get up.
- (c) Go to sleep comes _____ play at school.

Q3. The Flinders Street Station cards are mixed up. Put them on the line. Which one comes first?



A timeline with three blank spots and three mixed-up cards to place: b the big building, 1910; c meet under the clocks, today; a the first trains, 1854.

Q4. Nancy Bird Walton was a real person. She loved the sky! Her life cards are mixed up. Put them in order, then tell her story with first, next, then, last.

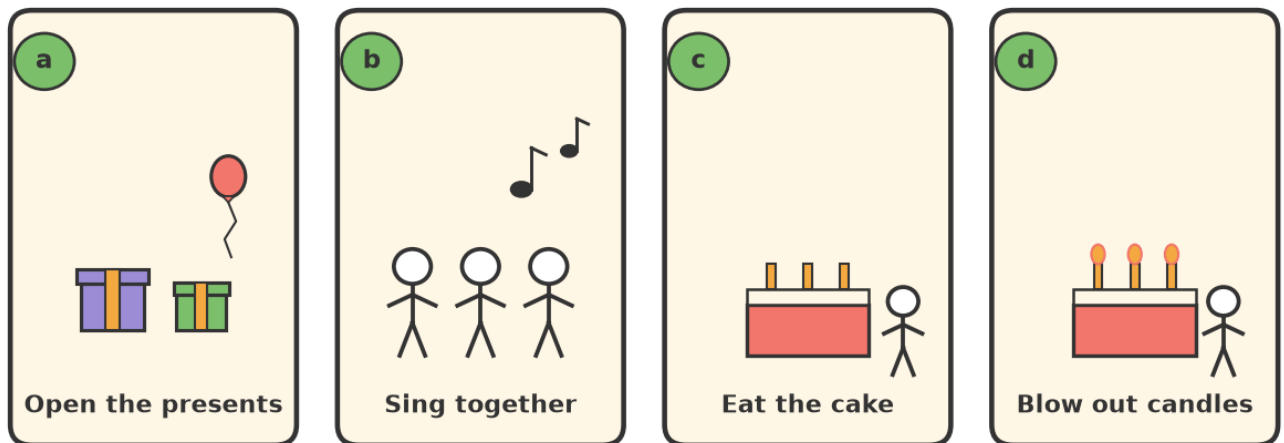


Nancy Bird Walton loved to fly. Put her life in order!

Four life cards of Nancy Bird Walton, mixed up: a 1933 flying high in the sky, b 1950 a club of three women, c 1915 a baby, d 1935 a star badge.

- - a. 1933 — Nancy learned to fly.
- - b. 1950 — Nancy started a club for women who fly.
- - c. 1915 — Nancy was born.
- - d. 1935 — Nancy could fly on her own.

Q5. A birthday story in four pictures, mixed up! Number the pictures 1, 2, 3, 4. Then tell the story.

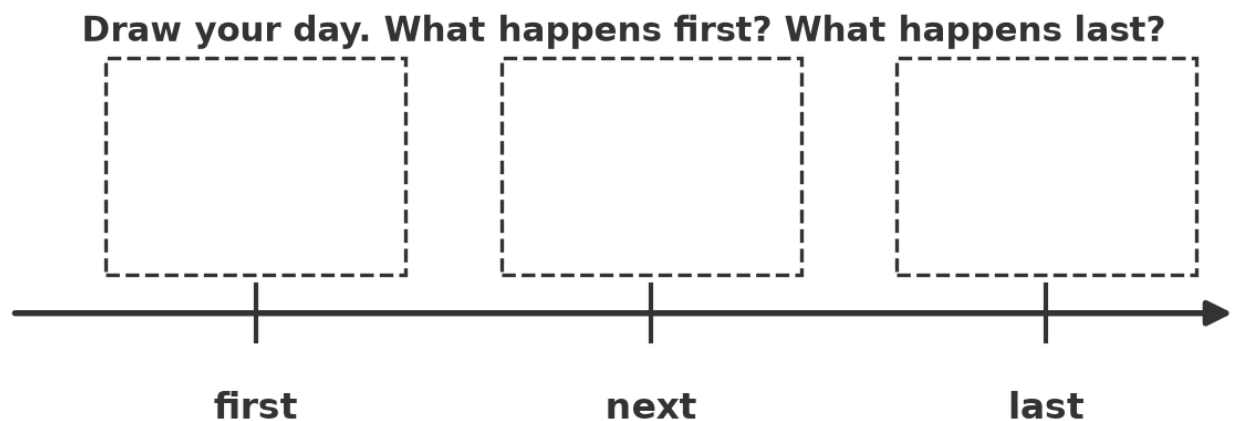


Number the frames 1, 2, 3, 4. Then tell the story!

Four birthday pictures, mixed up: a open the presents, b sing together, c eat the cake, d blow out candles.

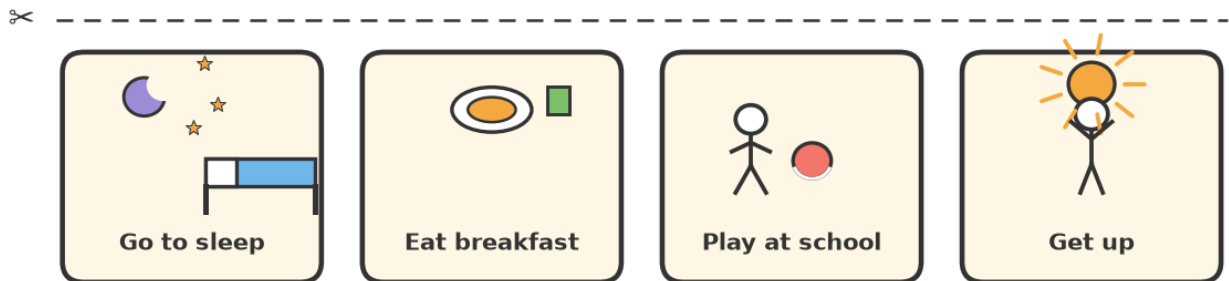
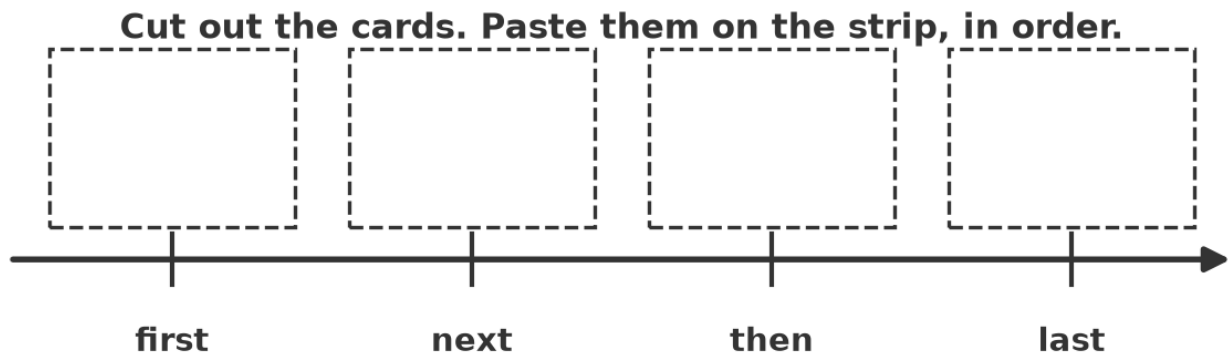
On your own

Q6. Draw your day on a line. What happens first? What happens last?



A blank timeline with three boxes to draw in, labelled first, next and last.

Q7. Cut out the four cards. Paste them on the line, in order.



A timeline with four blank spots labelled first, next, then, last, and a cut-out row of four cards below: go to sleep, eat breakfast, play at school, get up.

Q8. Point to your line from Q6. Tell a friend the story of your day. Use the words first, next and last.

My life timeline — your story!

Draw or paste pictures of big events in your life. Put them on a line, in order. Then tell your story: what happened first? What happened next? What happened last? Use first, next, then, last, and say which events are in the past.

My life timeline

A horizontal timeline arrow pointing to the right. Above the arrow are four dashed rectangular boxes. Below the arrow, the labels 'first', 'next', 'then', and 'last' are positioned under each box respectively.

Draw or paste pictures of big events in your life.

A blank timeline with four boxes to draw or paste into, labelled first, next, then and last, titled My life timeline.

Answers

Q1. 1 get up. 2 eat breakfast. 3 play at school. 4 go to sleep.

Q2. (a) before. (b) after. (c) after.

Q3. First: 1854 — the first trains stopped there. Next: 1910 — the big building with clocks opened. Last: today — friends meet under the clocks.

Q4. c (1915), a (1933), d (1935), b (1950). Story: First, Nancy was born. Next, she learned to fly. Then, she could fly on her own. Last, she started a club for women who fly.

Q5. 1 sing together (b). 2 blow out candles (d). 3 eat the cake (c). 4 open the presents (a).

Q6. Answers will not all be the same. Check: three pictures, in order — first at one end, last at the other.

Q7. Get up, eat breakfast, play at school, go to sleep.

Q8. Answers will not all be the same. Check: the child tells the day in order, using first, next and last.

My life timeline. Answers will not all be the same. Check: pictures of big events, in order on the line (first at one end, last at the other), and the child tells the story with first, next, then, last — events in the past, ending at now.

Teacher note

Curriculum map. This subtopic owns VC2HH2S02 in full (TOC §3). The CD is delivered through ordering personal events (the day line, the life line), community events (the Flinders Street Station line) and a person's life (the Nancy Bird Walton cards), in three formats — timelines without scale, numbered picture sequences (slideshows) and told stories — the formats .E03 points to, not through a walk of the elaborations (D7). E01 (big moments in one child's own life, put in order from photos or drawings) → Example 1, Q1, Q6–Q8 and the “More big events” box, which carries the elaboration's example moments in at-level words (a new brother or sister; moved house; were sick for a time; did something really well) with photographs delivered as “photos” (at-level) and drawings; E02 (photos or drawings of big moments, ordered into a timeline of the child's life or community) → the class line, Example 1, Q6, Q7 and the life-timeline response (personal) and Example 2, Q3 (community); E03 (the key moments in how the local community grew, in a place's story or a person's life, shown as timelines without scale, numbered picture sequences or told stories) → Example 2 and Q3 (the story of a place), Q4 (a person's life), Q5 and the class story-telling (story/slideshow formats). The unscaled property of E03's timelines is taught by the “Big idea” box and 3b_unscaled.png: gaps do not matter, order matters; no scaled spacing and no date-reading skill is demanded anywhere — the community line carries printed year labels (1854, 1910) as given, and the personal line requires no dates at all (chapter note: dates before living memory are not required). “Chronological(ly)” and “sequence/sequencing” are the CD's own words, defined at first use (“the order things really happened in”); “timeline” is both an elaboration word (E02) and a house subject term (TOC D2 list), defined at first use; “past”, “history” (in E03's place-story sense) and “community” (E02/E03) are defined at first use; “events” is a CD word, used chiefly in its at-level plural form.

D3. Sections 3A–3D carry no First Nations content and none is authored in (TOC D3). No elaboration of VC2HH2S02 carries a First Nations reference, so nothing is dropped here.

D4 sources — real referents. Flinders Street Station, Melbourne: first station on the site opened 12 September 1854 (Melbourne's first steam railway terminus); the present building, designed by James Fawcett and H. P. C. Ashworth, was completed in 1909 and officially opened in 1910; the row of clocks above the main entrance gives the “meet you under the clocks” meeting place; Victorian Heritage Register listing 20 August 1982. Source: “Flinders Street railway station”, Wikipedia, https://en.wikipedia.org/wiki/Flinders_Street_railway_station, retrieved 2026-08-24. Nancy Bird Walton (1915–2009), Australian aviator: born 16 October 1915 at Kew, NSW; flying lessons from 1933; youngest Australian woman to gain a pilot's licence, aged 19; flew for the Royal Far West Children's Health Scheme from 1935; founded the Australian Women Pilots' Association in 1950. Source: “Nancy Bird Walton”, Wikipedia, https://en.wikipedia.org/wiki/Nancy_Bird_Walton, retrieved 2026-08-24. Student-facing text stays inside these sourced facts; “Mia” is an invented child (D4 permits invented children's names).

D9 and the oral channel. Every instruction is teacher-read; responses are draw, place, point and tell. Q8 and the life-timeline response are scored on the spoken story as much as on the line (oral language is an assessment channel at this level, TOC D9): a child who tells the order but cannot write it has met the CD.

Cross-subject boundary. VC2 Mathematics Level 1 time language (days, weeks, sequence) supports this section and is not taught or exceeded here (TOC §4): year labels 1854/1910/1933/1935/1950 function as ordered labels told by the story logic (baby → learn → do → later), not as a demand to compare four-digit numbers.

Handoff. Levels 3–4 build this into VC2HH4S02 (TOC §4) — named only, not taught.

Materials. Picture cards (printable from the figures), string and sticky tape for the class line; paper and pens; scissors and paste for Q7.

Assessment. The “My life timeline” response is the scored item: pictures/drawings of significant personal events placed first-to-last on an unscaled line, with a told story using first/next/then/last and past/now — scored against the band achievement standard (stated at the end of Level 2), in this book’s own words: the child puts the big moments of their own life in order, first to last, and tells them that way. A rubric that scores only the pictures and not the told order fails this CD.

Sources: what we can see and what they tell us

History Level 1 · Chapter 3 – Asking questions, ordering time and using sources
· Section 3C

Owns: VC2HH2S03 (code checked against the VCAA VC2 Humanities export, retrieved 2026-07-29)

Draws on: VC2HH2S03.E01, VC2HH2S03.E02, VC2HH2S03.E03, VC2HH2S03.E04

Pitch: Level 1 (middle year of the F-2 band). Delivery is oral, artefact-led and picture-led (TOC D9): every task is introduced by the teacher from this script, no task depends on a child reading, and all evidence is observed and oral, scored against the language of the band achievement standard.

Script: Lines the children hear sit in "***Say**" quote blocks and are held at the child's word level (vocabulary ceiling Yr1, TOC D2). All other text is teacher-facing. Figures carry labels at the same level.

Sources: the real sources of this section are the photographs, objects, stories and words that children bring and collect. The model child (Sam), the model grandma (Grandma June) and the model town map are made up to show how tasks work (TOC D4). All figures are original to this build, generated by the scripts in src/.

Strand focus (VCAA, F-2 band): Historical Concepts and Skills — Using historical sources.

What this section teaches (teacher-facing)

This section gives the children the two words that every later source task rests on — *features* (what we can see in a source) and *content* (what a source tells us) — and lets them act on both. It delivers all of VC2HH2S03 in one short sequence:

1. children **name the forms a source can take** — photographs, artefacts, books, stories, things on screens (digital media) and museums (elaboration .E03), each form shown as a picture and said aloud;
2. children **identify the features of a source** — what we can see in a photograph — **and its content** — what the photograph tells us — and **explain that a story and a photograph of the same day carry different information** (the CD's core move; elaboration .E01);
3. children **classify old objects by what they were for** (elaboration .E02), and match each old object to the new object that does the same job today;
4. children **collect information from provided sources** — a photograph, a story, an object, and the names of streets and places on a map — and keep the information that helps answer the class question (elaboration .E04).

Terms the curriculum does not define. The Victorian Curriculum (VC2 History, Foundation to Level 2; VCAA export retrieved 2026-07-29) names *features* and *content* in VC2HH2S03 but does not define them. This section therefore treats them in the sense given here, and every task is answerable on these definitions alone:

- the **features** of a source are the things we can see (or hear) in it — the people, things and places in a photograph; the words in a story;
- the **content** of a source is what it tells us about the past — the things we find out from it.

At Level 1 the two are held apart with one repeated pair of questions: *What can we see?* (features) and *What does it tell us?* (content).

Subject words (TOC D2). Introduce each orally at first use, using the spoken definitions given in the sequence below:

- *source* — a thing that tells us about the past, like a photo, an old thing, a book or a story (step 1);
- *the past* — the time when Grandma June was a kid (step 1);

- *artefact* — an old thing a person made or used, like an old cup or an old stove (step 1);
- *features* — what we can see in a source (step 2);
- *content* — what a source tells us (step 3);
- *museum* — a place that keeps old things safe so we can look at them (step 1);
- *digital media* — photos, videos and stories on a screen, like a phone (step 1);
- *interview* — asking a person questions and listening to their words (step 7).

Sources for the section. Ahead of time, ask families whether it is OK to bring one old photograph or one small old object from home (an old spoon, an old key, an old toy). The photographs, objects and stories the children bring are the real sources of this section; where a child has none, a drawing or a made-up model does the same work. Handle everything brought from home with care and return it at the end.

The model sources. The worked examples use made-up sources: a drawn photo of Sam's first day of school, a short told story about that day, an old photo of a made-up grandma (Grandma June) at school, and a made-up town map. Tell the class which sources are made up to show how, and that the sources they bring are the real ones.

Where this section joins the rest of the book. The old classroom objects come from 1C; the old-and-new line hands forward to 2C; the questions children ask of their families in 3A are what fill the collection table in step 7; 3D takes the same two sources (the photo and the story) and asks how the people in them felt; 4D retells the whole thing as an account. Cross-reference only — this section teaches VC2HH2S03 and no other CD.

Teaching sequence (script for the teacher)

Step 1 — Sources come in many forms

Say: Hello! Today we will look at things that tell us about long ago.

The past is the time when Grandma June was a kid. Long ago.

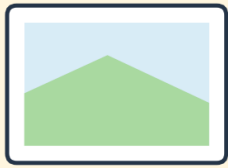
A source is a thing that tells us about the past.

Look at the picture. A photo is a source. An old thing is a source. An old thing is called an artefact. A book is a source. A story is a source. A video on a phone is a source. That is digital media. A museum is a source.

Say it with me: a source tells us about the past.

Do: show figure 1. Point to each card as you say it, and have the class say the words back. Hold up one real source from the class collection as you say each form: a photo, an old object (an artefact), a book, then tell one short story about your own grandma or grandpa.

Sources help us know about long ago



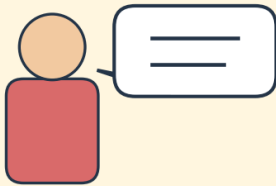
a photo



an old thing
(artefact)



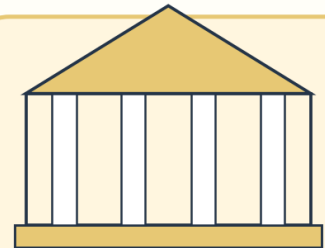
a book



a story



a video



a museum

Six cards showing the forms a source can take: a photo, an old thing labelled artefact, a book, a person telling a story, a video on a phone, and a museum, under the words Sources help us know about long ago

Step 2 — Features: what we can see

Say: Look at this photo. It is not a real photo. It shows how.

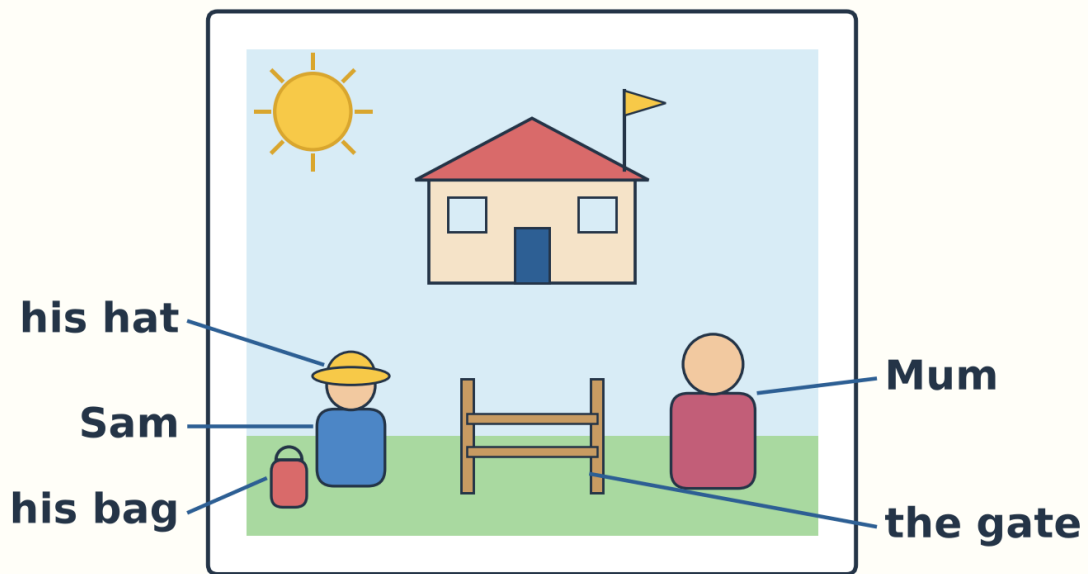
This is Sam. It is his first day of school.

What can we see? We can see Sam. We can see his hat. We can see his bag. We can see the gate. We can see Mum.

The things we can see are the features. Say it: features are what we can see.

Do: show figure 2. Point to each named feature as the class says it. Then reverse it: you point, the class says the feature. Keep the pair of words up on the board: *features — what we can see*.

Sam's first day of school



Features: what we can see

A picture of a photo from Sam's first day of school, with five features named by short lines: his hat, Sam, his bag, Mum and the gate, under the words Features: what we can see

Step 3 — Content: what it tells us

Say: Now an old photo. It is from long ago. It is Grandma June at school.

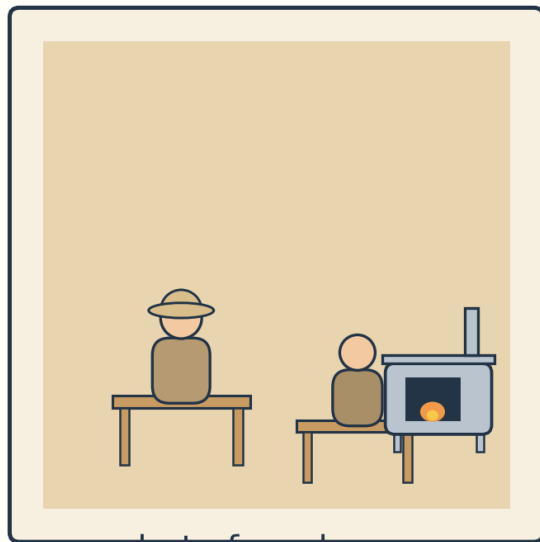
What can we see? Hats. Desks. A wood fire. They are the features.

What does it tell us? Kids wore hats to school. A fire kept the room warm. Desks were made of wood. That is the content.

Say it with me: features are what we can see. Content is what it tells us.

Do: show figure 3. Track from each thing we can see to the thing it tells us: hats → kids wore hats to school; the wood fire → the fire kept the room warm; desks → desks were made of wood. Keep both pairs of words on the board.

Grandma June at school, long ago



a photo from long ago

What we can see

- ✓ hats
- ✓ desks
- ✓ a wood fire

What it tells us

- ✓ Kids wore hats to school.
- ✓ A fire kept the room warm.
- ✓ Desks were made of wood.

Features: what we can see · Content: what it tells us

An old photo of Grandma June at school next to two cards. What we can see: hats, desks, a wood fire. What it tells us: kids wore hats to school, a fire kept the room warm, desks were made of wood. Under both: Features: what we can see · Content: what it tells us

Step 4 — One day, two sources

Say: One day, two sources. A photo and a story.

The photo shows us what we can see. Sam and Mum. His hat and bag. The school gate.

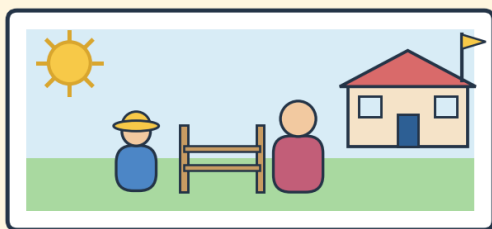
The story tells us more. Sam was happy. The class sang a song. Sam had lunch with a friend.

The photo and the story tell us different things.

Do: show figure 4. Read the story lines as the told story — the story is a source the children hear, not read. Ask: *Can we see “Sam was happy” in the photo?* (No — the story tells us that.) *Can we see the gate in the story?* (No — the photo shows us that.) Two sources, different information — .E01, delivered.

One day, two sources

A photo



It shows us what we can see.

- ✓ Sam and Mum
- ✓ his hat and bag
- ✓ the school gate

A story



We sang a song!

It tells us more.

- ✓ Sam was happy.
- ✓ The class sang a song.
- ✓ Sam had lunch with a friend.

The photo and the story tell us different things.

Two cards for the same day. A photo card: it shows us what we can see — Sam and Mum, his hat and bag, the school gate. A story card: it tells us more — Sam was happy, the class sang a song, Sam had lunch with a friend. Under both: The photo and the story tell us different things.

Step 5 — Old things: what were they for?

Say: Old things are sources too. An old thing is an artefact.

Look at what it is like. Say what it was for.

An old phone: to talk to people far away.

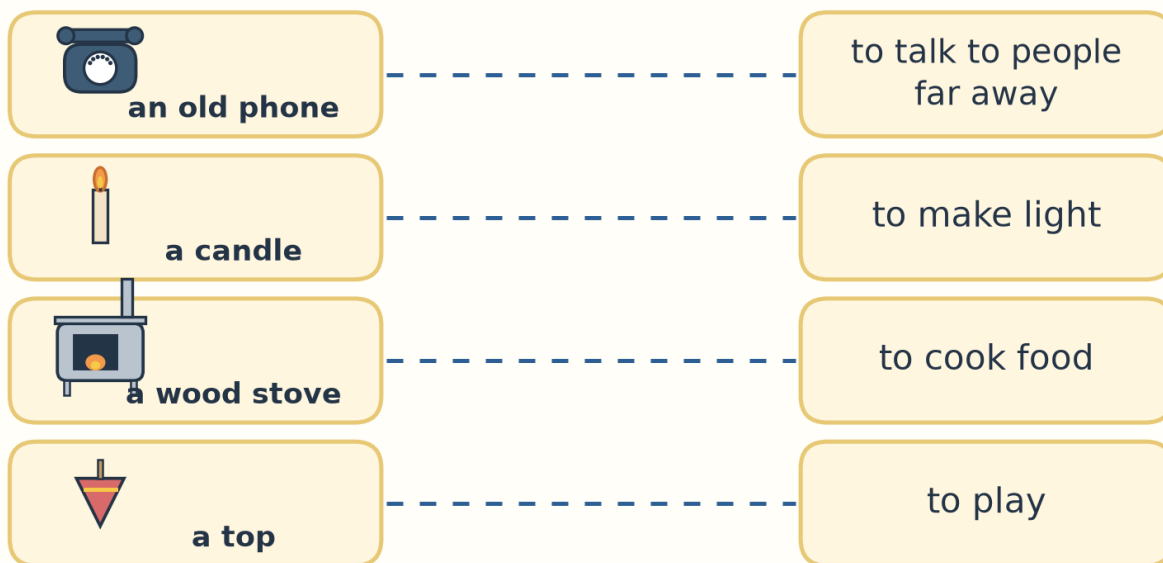
A candle: to make light.

A wood stove: to cook food.

A top: to play.

Do: show figure 5. If the class collection has old objects, hold each one up beside its card. Have the class say each purpose back. The move being modelled is classifying: sorting the old things by what they were for (.E02).

What was each thing for?



Look at what it is like. Say what it was for.

Four old things matched to what they were for: an old phone to talk to people far away, a candle to make light, a wood stove to cook food, and a top to play, under the words Look at what it is like. Say what it was for.

Step 6 — Old and new, the same job

Say: Old things and new things can do the same job.

A candle made light. A lamp makes light.

A wood stove cooked food. A new stove cooks food.

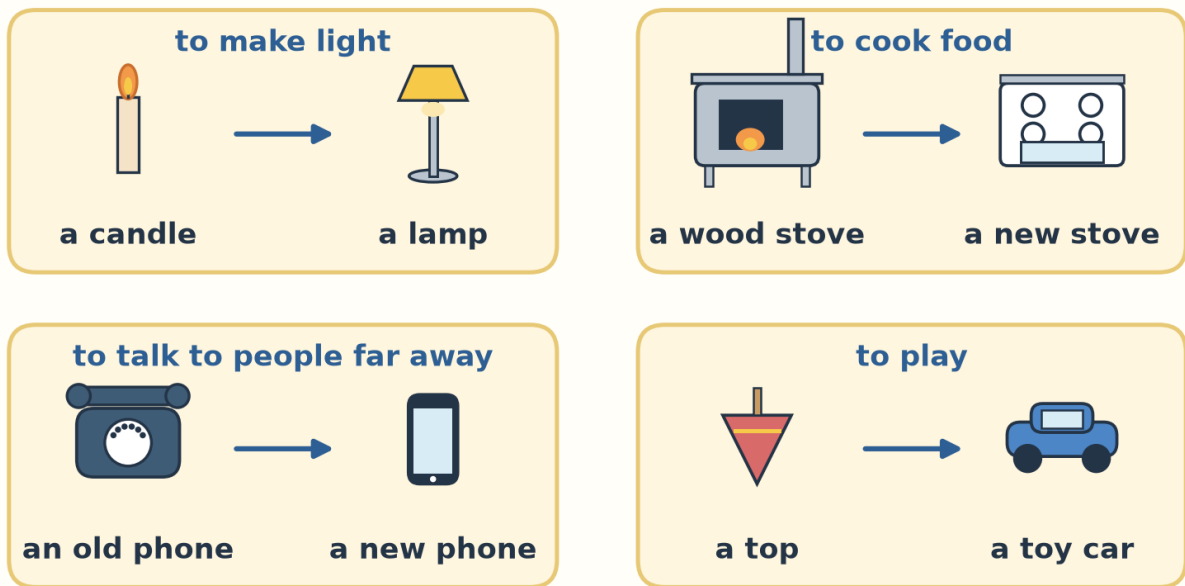
An old phone talked to people far away. A new phone talks to people far away.

A top was for play. A toy car is for play.

New things do the same jobs today.

Do: show figure 6. Say each pair with the class, old first, then new. This is the same job-line that 2C takes further; here it only sharpens the classifying move of step 5.

Old and new — the same job!



New things do the same jobs today.

Four cards, each matching an old thing to a new thing with the same job: a candle to a lamp, to make light; a wood stove to a new stove, to cook food; an old phone to a new phone, to talk to people far away; a top to a toy car, to play. Under all four: New things do the same jobs today.

Step 7 — We keep what helps

Say: Our question: What was school like for Grandma June?

We look at our sources. The photo tells us: kids wore hats. The story tells us: they sang songs. The old hat tells us: it was big and heavy.

We keep what helps us answer the question. Each source helps.

Do: show figure 7. Name the form of each source as you go — the photo, the story (told, or read from a made-up page, or an interview: you ask Grandma June questions and listen to her words), the artefact. This is collecting information from sources and identifying what is relevant (.E04), done orally.

We collect what sources tell us.

Our question: What was school like for Grandma June?

The source	It tells us ...
	✓ Kids wore hats.
	✓ They sang songs.
	✓ The hat was big and heavy.

Each source helps us. We keep what helps.

A table with the question What was school like for Grandma June? Three sources and what each tells us: a photo — kids wore hats; a story — they sang songs; an old hat — the hat was big and heavy. Under the table: Each source helps us. We keep what helps.

Step 8 — Names on a map tell us things

Say: Look at the map. It is not a real map. It shows how.

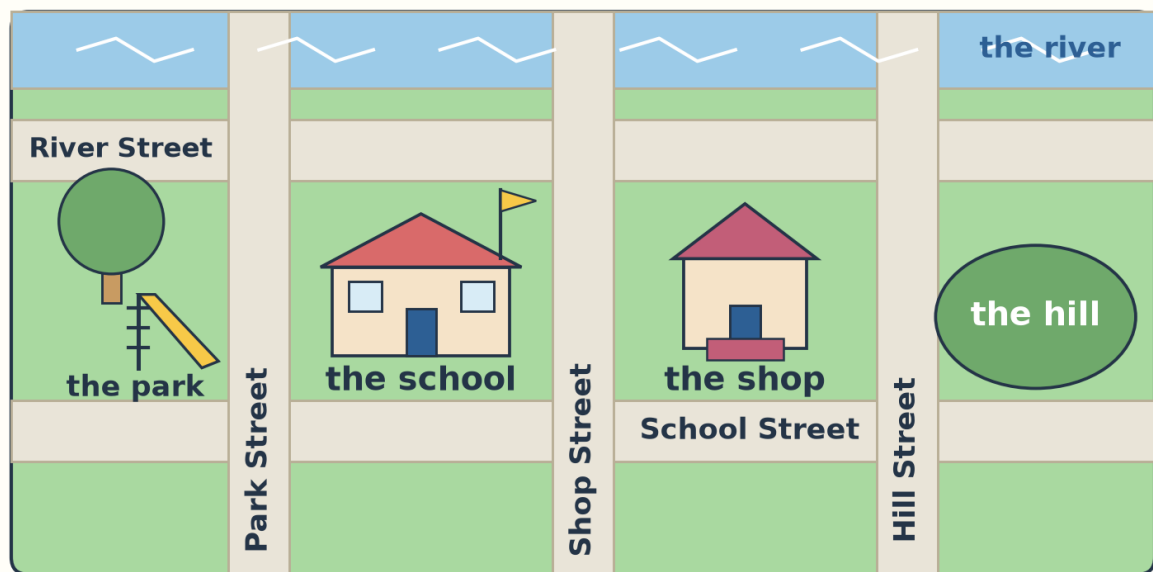
River Street is next to the river. The name tells us!

Park Street is next to the park. Shop Street is next to the shop. Hill Street is next to the hill. School Street is next to the school.

Street names can tell us what is there. A map is a source too.

Do: show figure 8. Trace each street with your finger as the class says its name and what is next to it. The names of streets and places on maps are one of the sources. E04 names; the class will try the same move on a map of your own town in Q8.

What do street names tell us?



A map of a story town with a river, a park, a school, a shop and a hill, and five street names: River Street next to the river, Park Street, Shop Street, School Street and Hill Street. Under the map: River Street is next to the river. Street names can tell us what is there.

Modelled examples (teacher-facing)

Two worked examples, modelled with the made-up sources and, where the class has them, the real ones. Nothing here is written for the child to read; the child watches, listens and joins in.

Example 1 — scaffolded: the photo and the story of one day (features and content, .E01)

What the teacher models, using figure 4 (the made-up photo and the made-up story of Sam's day):

Do: point to the photo card.

Say: The photo. What can we see? Sam. Mum. The gate. They are the features. What does the photo tell us? It was a sunny day. That is the content.

Do: point to the story card.

Say: The story. What does it tell us? Sam was happy. The class sang a song. Can we see "Sam was happy" in the photo? No! The story tells us that. The photo and the story tell us different things.

The move being modelled is: one day, two sources, different information — said with the words *features* and *content* each time.

Example 2 — scaffolded: sorting old things by what they were for (.E02)

What the teacher models, with three real or made-up old things on the table (an old cup, a candle, a top):

Do: hold up the old cup.

Say: Look at what it is like. It is a cup. It was for drinking. A cup is for drinking, the same as your cup today.

Do: hold up the candle, then the top, and have the class say each purpose before you show its card from figure 5.

The move being modelled is classifying: look at what it is like, say what it was for.

Practice tasks (teacher-facing)

Five scaffolded tasks, then three unscaffolded doing tasks, then the observed reasoning prompt. Predominantly picture-led, object-led and oral, per the Level 1 calibration in TOC §3.

Scaffolded

Q1 — Say the forms. Show figure 1; cover one card at a time with your hand and have the class say the form of the source. Then reverse it: you say the form and the class points to the card.

Q2 — Features hunt. Show figure 2.

Say: I see a feature! I see ... his bag!

Now you find a feature. Your friend points to it.

Q3 — See, or tells? Show figure 3. Say a line from the cards — “hats”, “desks”, “a wood fire”, “kids wore hats to school”, “the fire kept the room warm”, “desks were made of wood” — and have the class call out which box it goes in: *what we can see*, or *what it tells us*.

Q4 — What was it for? Show figure 5. Hold up each old thing (on the card or from the class collection) and have the class say what it was for before you show the purpose card.

Q5 — Fill the table. Show figure 7 with the right-hand column covered. Show each source — the photo, the told story, the old hat — and have the class say what it tells us; uncover the column row by row.

Unscaffolded

Q6 — Your photo, your words. Each child takes one photograph from home (or draws one). The child says one feature — one thing they can see — and one thing the photo tells us. You scribe the words exactly as in 1A.

Q7 — Same job, draw it. Each child draws one old thing and one new thing that do the same job, and says the job: “A candle made light. A lamp makes light.”

Q8 — Our town map. Put a simple map of your own town or suburb on the board — a river, a park, the school, two or three street names the children know.

Say: What does the name tell us? Point to a street. Say what is there.

Reasoning prompt (observed)

Do: with any source the child has used today in front of them, ask:

Say: How do you know?

What tells you that?

Listen for the child to point to the source or name it: “I can see it in the photo.” “The story said it.” “The name tells us.” A child who can say what a source shows and what it tells — and that the two are different — has the whole of VC2HH2S03 in hand.

What to listen for (teacher observation)

No marks and no right or wrong. Watch and listen as the children point, sort, draw and say, and note what each child can do. The observation is scored against the band achievement standard (stated at the end of Level 2), in this book's own words: the child says what we can see in a source and what it tells us. In this section at Level 1, that looks like:

- the child **names the forms a source can take** — a photo, an old thing (an artefact), a book, a story, a video, a museum (.E03);
- the child **says a feature of a source** (what they can see) **and a thing it tells us** (its content), keeping the two apart;
- the child **says that a photo and a story of the same day tell us different things** (.E01);
- the child **says what an old thing was for**, sorting old things by their purpose (.E02), and matches an old thing to a new thing with the same job;
- the child **keeps the information that helps** answer the class question, from the photo, the story, the object and the map (.E04);
- asked *How do you know?*, the child **points to or names the source**.

Keep the notes short and warm: one line per child, with the words the child actually said. These observation notes are the assessed evidence of this section.

Care points. Photographs and objects brought from home are precious to families; handle them with care, let the child hold their own where possible, and return every one of them. If a child has no old photo or object, a drawing is a source and is just as good. “Long ago” can feel big to a six-year-old; keep it warm and close — Grandma June’s school, not the deep past. No child is asked to read anything to start a task; every instruction is yours to say aloud.

Different people, different stories

History 1 · Chapter 3 – Asking questions, ordering time and using sources ·
Section 3D

Owns: VC2HH2S04 (code checked against the VCAA VC2 Humanities export, retrieved 2026-07-29)

Draws on: VC2HH2S04.E01, VC2HH2S04.E02

Pitch: Level 1 (middle year of the F-2 band). Delivery is oral, story-led, photo-led and object-led (TOC D9): every task is introduced by the teacher from this script, no task depends on a child reading, and all evidence is observed and oral or drawn, scored against the language of the band achievement standard.

Script: Lines the children hear sit in "***Say***" quote blocks and are held at the child's word level (vocabulary ceiling Yr1, TOC D2). All other text is teacher-facing. Figure alt text is at the same level.

Sources: the real sources of this section are the photos, objects and stories that children collect from their families. The model family (Sam's family, from 1A) and the model picnic are made up to show how tasks work. All figures are original to this build, generated by the scripts in src/. No Aboriginal or Torres Strait Islander content is authored here (TOC §2 D3: sections 3A–3D carry none).

Section question: Whose story is it, and what is important to that person?

What this section teaches (teacher-facing)

This section is the first place in the book where children meet the idea that the past does not come in one fixed telling. It delivers all of VC2HH2S04 in one short sequence, drawing its people and photos from the family stories of Chapter 1 (TOC D6; VCAA elaborations point to the child's own life and family):

1. children **say what matters most to the person telling a story about long ago** — a story shows what matters to the person telling it (elaboration .E01);
2. children **see that two people can tell about one event in different ways**, by listening to two people (a mother and a grandmother) tell about the same event (elaboration .E02);
3. children **identify a person's perspective in a source** — a photo, an object or a told story shows how that person sees a thing, and what is important to them (the content description itself).

Terms the curriculum does not define. The Victorian Curriculum (VC2 History, Foundation to Level 2; VCAA export retrieved 2026-07-29) uses *perspective* and *source* in VC2HH2S04 but does not define them. This section therefore treats them in the sense given here, and every task is answerable on these definitions alone (other definitions exist and are not interchangeable with these):

- a **perspective** is how one person sees a thing — what that person thinks and feels about it, and what is important to them. Two people can see the same thing and see it in different ways, because what is important to each person is different. In this section the word always means one person's own way of seeing;
- a **source** is anything that helps us know about the past — a photo, an object, or a story a person tells.

At Level 1 the aim is only that a child can say, in their own words, *what is important to this person* and *these two stories are not the same*. No child is asked to weigh whose account is more accurate, or to use the word *perspective* unaided.

Subject words (TOC D2). Introduce each orally at first use, using the spoken definitions given in the sequence below:

- *the past* — the time before now; when mum was a kid (step 1);
- *the present* — now; today (step 1);
- *source* — a thing that helps us know about the past, like a photo, an object or a story (step 1);
- *perspective* — how one person sees a thing; what is important to them (step 2).

Sources for the section. Ahead of time, ask families whether it is OK to use family photos and short stories at school. Each child is invited to bring one photo, or to tell one short family story. Where a child has no photo, a drawing does the same work — a drawing is a source too. The photos, the objects and the told stories of the family are the sources of this section. Use everything with care, and return the photos at the end.

The model family and the model picnic. The worked examples use Sam's family from 1A — Sam, mum, dad, grandma and grandpa — and one made-up event: a family picnic in the park. Tell the class that Sam's picnic is made up to show how, and that their own family stories are the real ones. Mum and grandma are used because VCAA's own example names a mother and a grandmother; where a child does not have these people, any two people from that child's life do the same work (two caregivers, a parent and a friend, or the child now and the child as a baby).

Where this section joins the rest of the book. The family stories and photos gathered in 1A are the material here; the features and content of sources are named in 3C; the told accounts return as a chronological account in 4D. Cross-reference only — this section teaches VC2HH2S04 and no other CD. It carries no First Nations content (TOC §2 D3).

Teaching sequence (script for the teacher)

Step 1 — *The past, the present, and what a source is*

Say: The past is the time before now. When mum was a kid, that is the past. When you were a baby, that is the past. Now is the present. Today is the present.

We know about the past from sources. A source helps us know about the past. A photo is a source. An old toy is a source. A story a person tells is a source.

Do: hold up one old photo and one old object of your own. Say:

Say: This photo is from the past. This old toy is from the past. They are sources. They help us know about the past.

Step 2 — *A new word: perspective*

Say: Today we learn a big word. The word is perspective.

Your perspective is how you see a thing. It is what you think and feel about it. It is what is important to you.

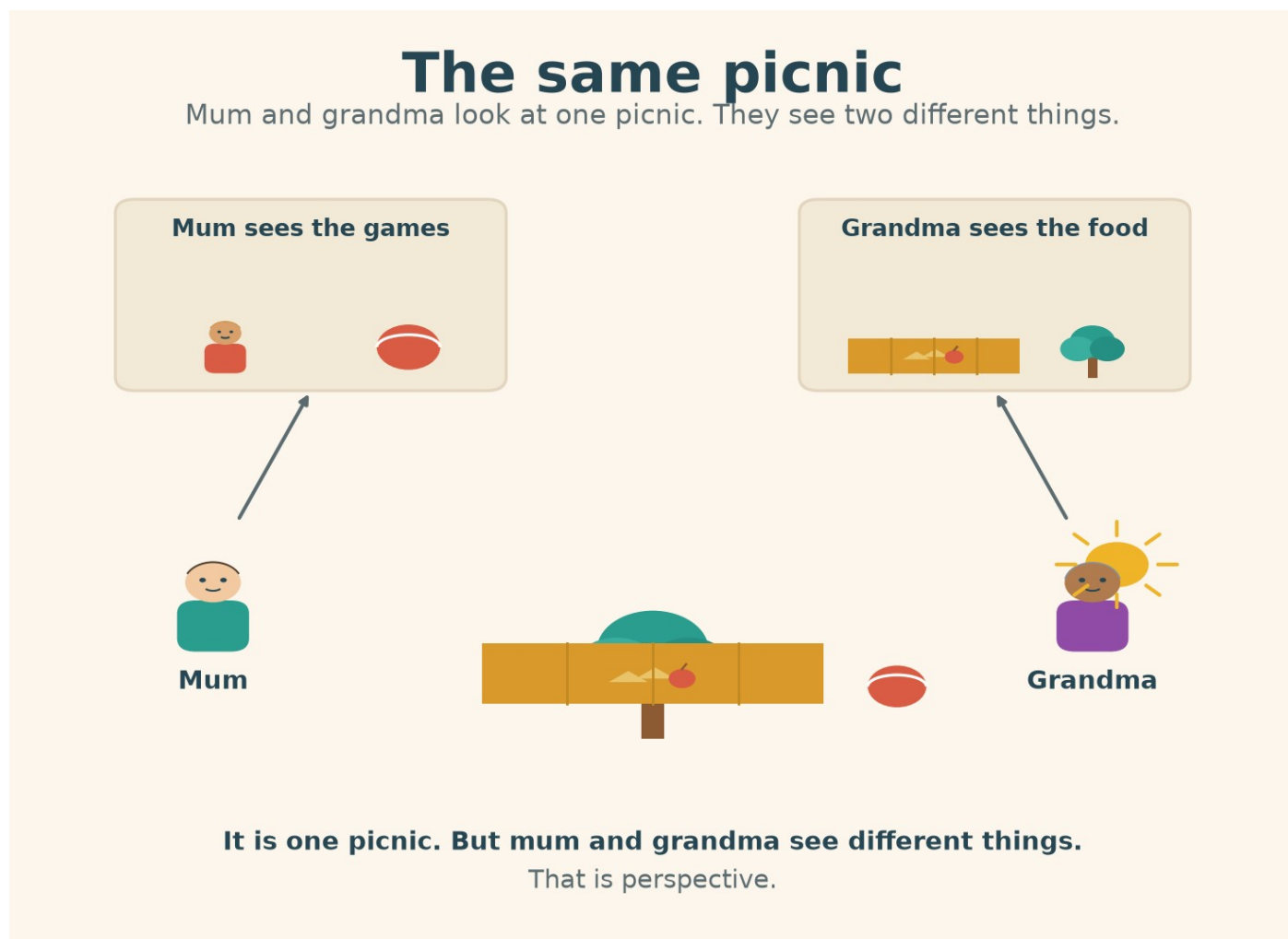
My perspective can be different from your perspective. We can look at the same thing, and see it in different ways. Let us see how.

Do: show figure 1. In the middle there is one picnic. On one side, mum sees the games. On the other side, grandma sees the food.

Say: Look. This is one picnic. It is the same picnic.

Mum sees the games. Grandma sees the food.

The picnic is the same. But mum and grandma see different things. That is perspective.



A picture of one picnic in the middle. On one side, mum looks at the picnic and sees the games and the ball. On the other side, grandma looks at the same picnic and sees the food under the tree

Step 3 — A story shows what is important

Say: When a person tells a story, the story shows what is important to that person.

Listen to a story about grandpa. Grandpa grew up on a farm. In his stories, grandpa talks about the farm and the animals. The farm is important to grandpa.

Listen to a story about grandma. Grandma was born in a big city. In her stories, grandma talks about the food she makes and her garden. The food and the garden are important to grandma.

Do: show figure 2. Track along each row with your finger: the person, the things in their stories, and what is important to them.

Say: The story shows what is important. Grandpa talks about the farm. So the farm is important to grandpa.

The story shows what is important

Person	Their stories are about	What is important
 Grandpa	the farm and the animals	the farm
 Grandma	food and her garden	food and the garden

Grandpa talks about the farm, so the farm is important to grandpa.

A table that shows what is important to people. For grandpa, his stories are about the farm and the animals, so the farm is important to him. For grandma, her stories are about food and her garden, so food and the garden are important to her

Step 4 — The same picnic, two stories

Say: Sam's family had a picnic in the park. Mum was there. Grandma was there. It was the same picnic.

Now mum tells the story of the picnic. Listen to mum.

Do: read mum's story slowly (figure 3).

Say: It was a hot day. We went to the park. The kids ran and ran. We played with the big ball. Sam laughed and laughed. It was so much fun!

Mum talks about the games. Mum talks about running and the ball. The games are important to mum.

Do: show figure 3, mum's story card. Then read grandma's story (figure 4).

Say: Now grandma tells the story of the same picnic. Listen to grandma.

It was a hot day. We went to the park. I made the food. We sat under the big tree. We had our yummy lunch together. It was so nice!

Grandma talks about the food. Grandma talks about the big tree. The food is important to grandma.

Do: show figure 4, grandma's story card. Then show figure 5. One event — the picnic — sits in the middle. Mum's story is on one side. Grandma's story is on the other side.

Say: Look. It is the same picnic. But mum's story and grandma's story are not the same.

Mum tells about the games. Grandma tells about the food.

Why are the stories different? It is because mum and grandma see different things. What is important to mum, and what is important to grandma, is not the same. Both stories are about the picnic. Both stories are true.

Mum's story of the picnic



Listen to mum

It was a hot day.

We went to the park.

The kids ran and ran.

We played with the big ball.

Sam laughed and laughed.

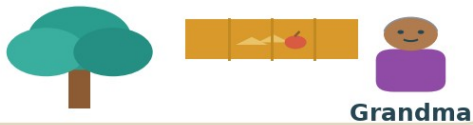
It was so much fun!

The games are important to mum.

A picture of Sam's two stories. Mum tells the story of the picnic. Her story is about the games, running, and the big ball

Grandma's story of the picnic

The food, and the big tree



Listen to grandma

It was a hot day.
We went to the park.
I made the food.
We sat under the big tree.
We had our yummy lunch together.
It was so nice!

The food is important to grandma.

A picture of grandma's story of the picnic. Grandma's story is about the food she made, and the big tree they sat under

The same picnic. Two stories.

Mum's story

about the games



Grandma's story

about the food



One picnic

Mum and grandma tell different stories.

Both stories are about the same picnic.
What is important to mum, and what is important to grandma,
is not the same.

A picture that shows the same picnic and two different stories. The picnic is in the middle. On one side is mum's story about the games. On the other side is grandma's story about the food

Step 5 — A photo shows a perspective too

Say: A story shows a perspective. A photo shows a perspective too. A photo is a source.

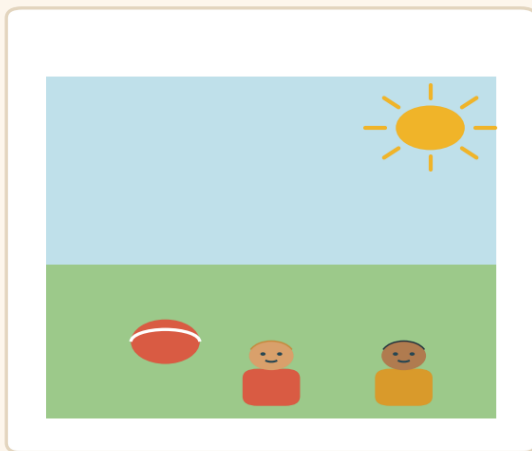
Look at mum's photo of the picnic. The kids are running. The ball is there. Mum's photo shows the games. The games are important to mum.

Look at grandma's photo of the picnic. The food is on the rug. The big tree is there. Grandma's photo shows the food. The food is important to grandma.

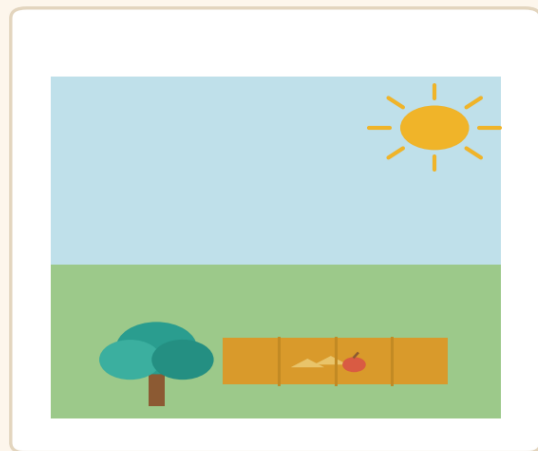
Two photos of the same picnic. But the photos are not the same. Each photo shows what is important to one person.

Do: show figure 6. Point to each photo. Ask the class what each photo shows, and what is important to that person.

Two photos of the same picnic



Mum's photo shows the games.



Grandma's photo shows the food.

Each photo shows what is important to one person.

Two photos of the same picnic. One photo shows the kids running and the ball. The other photo shows the food on the rug under the big tree

Step 6 — Now you look for perspectives

Say: Now you will look for perspectives. You will look and listen. Then you will say: what is important to this person? And you will say: what is important to you?

Do: move to the modelled examples, then to the practice tasks.

Modelled examples (teacher-facing)

Two worked examples, modelled with the class photos and stories where the class has them, and with the made-up picnic where it does not. Nothing here is written for the child to read; the child watches, listens and joins in.

Example 1 — scaffolded: whose photo is this? (a source shows a perspective)

What the teacher models, using one photo of the class picnic or the made-up picnic (figure 6):

Do: hold up mum's photo — the kids running, the ball.

Say: Look at this photo. What do you see?

I see the kids running. I see the ball.

This photo shows the games. The games are important to this person.

Is this mum's photo, or grandma's photo?

It is mum's photo. The games are important to mum.

The move being modelled is **look, say what you see, say what is important, say whose it is**. These same four moves run through every task below.

Example 2 — scaffolded: what is important to me? (a drawing and words)

What the teacher models, on large paper the class can see (the model is figure 7):

Do: draw two or three things that are important to you, large and simple.

Say: This is what is important to me. My dog is important to me. My family is important to me. Playing is important to me.

I will draw them. Now you draw what is important to you.

Do: draw and say; the adult writes the words as the child says them: *This is important to me*. The child draws and says; the adult writes. Drawing plus words is the child's own perspective — what is important to them.

What is important to me ❤️

Draw the things that are important to you.

The words go here

A paper for drawing what is important to you. It has the words what is important to me at the top, and three big spaces to draw the things that are important, and a place for a grown-up to write the words

Practice tasks (teacher-facing)

Five scaffolded tasks, then three independent doing tasks, then the scored oral or drawn response. Predominantly story-led, photo-led and oral, per the Level 1 calibration in TOC §3.

Scaffolded

Q1 — Find the perspective. Show figure 6 again. Point to each photo.

Say: Which photo shows the games? Which photo shows the food?

The games are important to who? The food is important to who?

Q2 — Spot the difference. Tell mum's story and grandma's story again (figure 3 and figure 4). Then ask the class to say one thing that is different.

Say: Mum's story and grandma's story are not the same. Tell me one thing that is different.

Mum talks about the games. Grandma talks about the food.

Q3 — What is important? Say a person and the things in their stories. The class says what is important to that person.

Say: Grandpa talks about the farm and the animals. What is important to grandpa?

The farm is important to grandpa.

Q4 — Put the card in the box. Show figure 8. Give each pair a small stack of story cards and photo cards from the picnic.

Say: Put each card in a box. Is it mum's, or grandma's?

The games go to mum. The food goes to grandma.

Put each card in a box

Is it mum's, or grandma's?



Mum



Grandma



The games go to mum. The food goes to grandma.

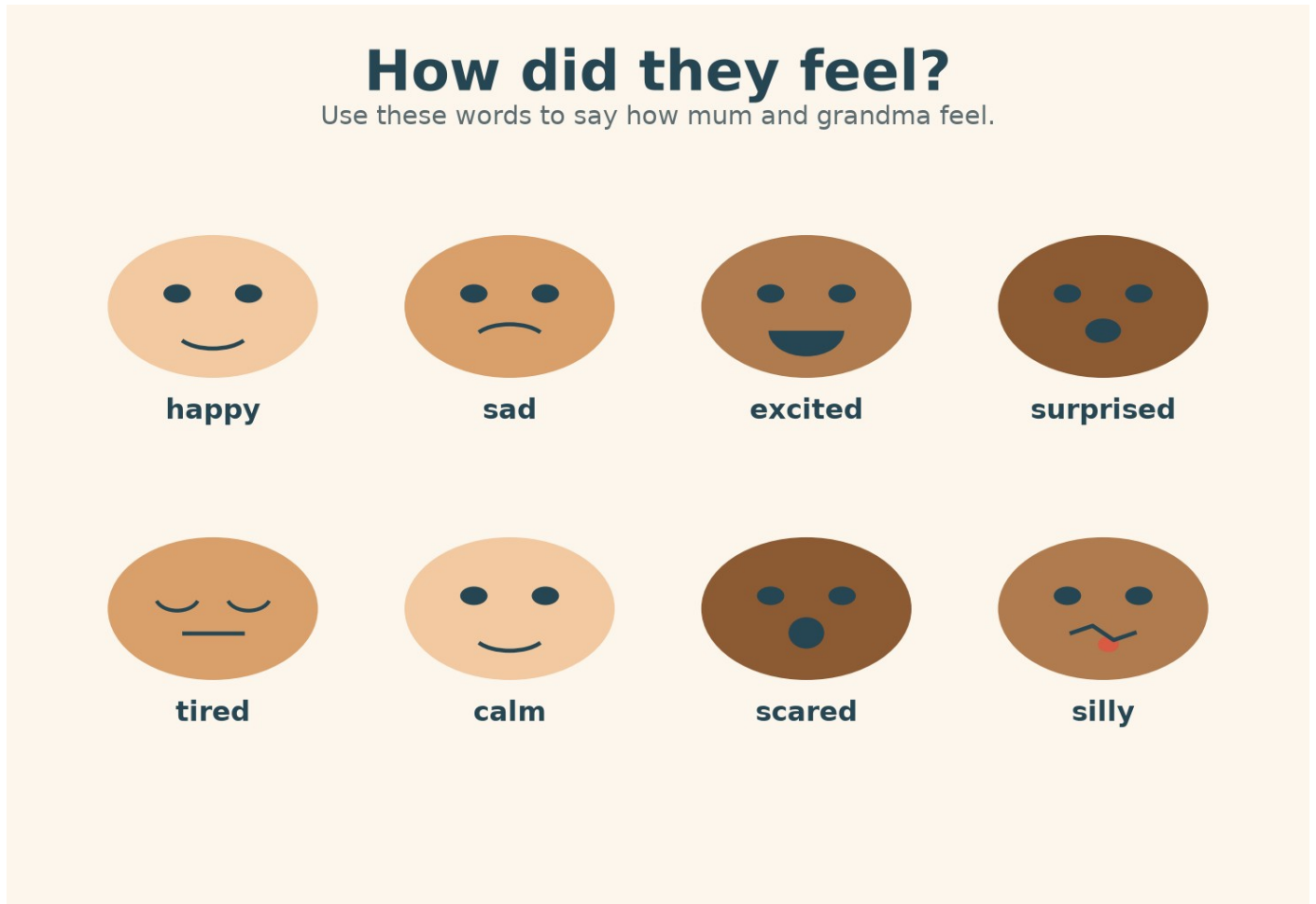
Two boxes for story cards and photo cards. One box says mum, and one box says grandma. Five picnic cards are at the top, some about the games and some about the food

Q5 — How did they feel? Show figure 9, the feeling faces.

Say: How did mum feel at the picnic? How did grandma feel?

Mum was happy. Grandma was happy.

Use the faces to help you say it.



Feeling faces with words: happy, sad, excited, surprised, tired, calm, scared and silly, each with a face to show the feeling

Independent

Q6 — Draw what is important to you. Each child takes figure 7, the drawing paper. They draw the things that are important to them. The teacher writes the words as the child says them, as modelled in example 2.

Q7 — Put your photos in place. Each child takes the photos or picture cards they brought, and the paper from Q6. They put each photo on the paper or to the side.

Say: Is this important to you? Put it on your paper. If it is not important to you, put it to the side.

Q8 — Tell a friend. Each child shows their paper to a friend and tells what is important to them. Then they listen to what is important to the friend.

Say: Tell your friend what is important to you. Then listen. Is it the same, or different?

Scored response (oral or drawn)

Do: with the child's paper or drawing in front of them, ask:

Say: Tell me a story from your family. What is important to the person in the story?

Now tell me what is important to you. Is it the same, or different?

A child may answer in words, or by pointing to their drawing, or both. Listen or watch for the child to say what is important to a person, and to say that two people can see the same thing in different ways. That is identifying a perspective. Record the words the child actually said, or a short note of what they pointed to.

What to listen for (teacher observation)

No marks and no right or wrong answers in the practice tasks. Watch and listen as the children look, listen, draw and point, and note what each child can do. The observation and the scored response are scored against the band achievement standard (stated at the end of Level 2), in this book's own words: the child says what a source shows and what it tells us, sees that people long ago and people now can see one thing in different ways, and tells about it with the section's time words and one source. In this section at Level 1, that looks like:

- the child **says what is important to a person** from a story, a photo or an object (.E01);
- the child **says that two stories of the same event can be different**, and says one way they are different (.E02);
- the child **points to a source and says whose perspective it shows** — mum's photo shows the games; grandma's photo shows the food (the content description);
- the child **draws or says what is important to them**, their own perspective;
- asked *Is it the same, or different?*, the child **says same or different** about two people's views.

Keep the notes short and warm: one line per child, with the words the child actually said or pointed to. These observation notes, with the scored response above, are the assessed evidence of this section.

Care points. A child's family can be a happy place and it can be a hard place, and not every child has a mum or a grandma in their life. Let every child pick the two people that are theirs, and never ask for more than the child wants to say. The two tellers can be any two people — a parent, a caregiver, a friend, or the child now and the child as a baby. If a child has no photo, a drawing is a source and is just as good. Where a child's words for their family come from another language or another place, say that it is good, and use the child's word with the class.