

Mathematics Level 7

Chapter 4 — Historical Concepts and Skills: change, causes, significance and telling the past

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Continuity and change: what stays and what changes

ClassBasics · History Level 1 · Chapter 4 – change, causes, significance and telling the past

Section 4A · Victorian Curriculum 2.0, Humanities: History, band Foundation to Level 2

Content description code: VC2HH2S05 (code only, checked against the VCAA VC2 Humanities export)

Draws on (linkage only, D7): .E01 .E02 .E03 .E04 .E05 .E06 (D3: .E06 partial – the word

"Elders" is dropped; the neutral list is taught in full)

One CD per section (D5). Vocabulary ceiling Yr1 (D2). Teacher reads; child does (D9).

Cross-references (Chapter 4 note, §3): → 1B, 1C, 2B, 2C.

Our big question: What changed, and what stayed the same?

What this part teaches (teacher-facing)

This part owns VC2HH2S05. It teaches two big ideas — **change** (a thing is not the same as before) and **continuity** (a thing stays the same). The ideas start in the child's own life, then move to things, then to a street, then to family stories:

- **The child's own life (.E01):** the child's growing (baby → school child) is where we say what change and continuity mean; the same name and the same loving people are the first continuity.
- **Things then and now (.E02):** toys, phones, books and cooking things, put side by side — same job, new look. (The full list also names games, clothes, tools and homework; the four pictured pairs carry the idea, and the doing adds to it.)
- **Old or new, and how we know (.E03):** the colour went away, a torn part, soft and flat, lots of little lines — children put things in OLD or NEW and say *why*.
- **Clues from the past all around us (.E04):** the names of streets and places, monuments, and landmarks — built ones and natural ones — done on a street we made up and name out loud ("Train Street"), so the book never mixes up with a real place (D4). With children we say *clues from the past*; the curriculum's longer phrasing stays a teacher word.
- **What a site can tell us (.E05):** dates cut into stone, pretty shapes, and small story signs (plaques) on buildings, read on the old wall in the street we made up.
- **Putting clues together (.E06, D3 — part only):** stories told by parents, grandparents and familiar older people — the word "Elders" is **not** used, and no Aboriginal or Torres Strait Islander content is put in this part at all (house Rule 1, TOC D3) — plus things put side by side, come to one small end line: *this changed, and this stayed the same*.

Words we say the meaning of (said out loud the first time, picture 2): *change* — a thing is not the same as before; *continuity* — a thing stays the same. Said with children: the .E04 idea (long-ago clues in the places around us) → *clues from the past*; *condition* (.E03) → *how it looks and feels*; *monument* → *a big stone place we keep so we remember*; *plaque* → *a small sign on the wall*; *landmark* → *an old place we can still see*.

History words (TOC D2): *past* = before you were born, when mum and dad were little; *present* = now; *source* and *evidence* = a clue we get the past from — an old thing, an old photo, a story someone tells; *history* = the story of the past. We say what each one means the first time we use it, and keep them to what a six-year-old can act on.

Sources (SOURCE_USE.md, D4): the real sources here are the children's own — a family photo, an old thing from home, a story told by a parent, grandparent or familiar older person (1A feeds this part). The street walk (pictures 5 and 6) and Sam's family (the model family from 1A) are made up and said to be made up; nothing real is named, so nothing real is wrong.

What we leave out (TOC D3 and the §2A list): no First Nations content (house Rule 1, TOC D3); the parts of the band the plan leaves out (VC2HH2K03.E02, VC2HH2K05.E01, VC2HH2K05.E02 and the dropped parts) stay out

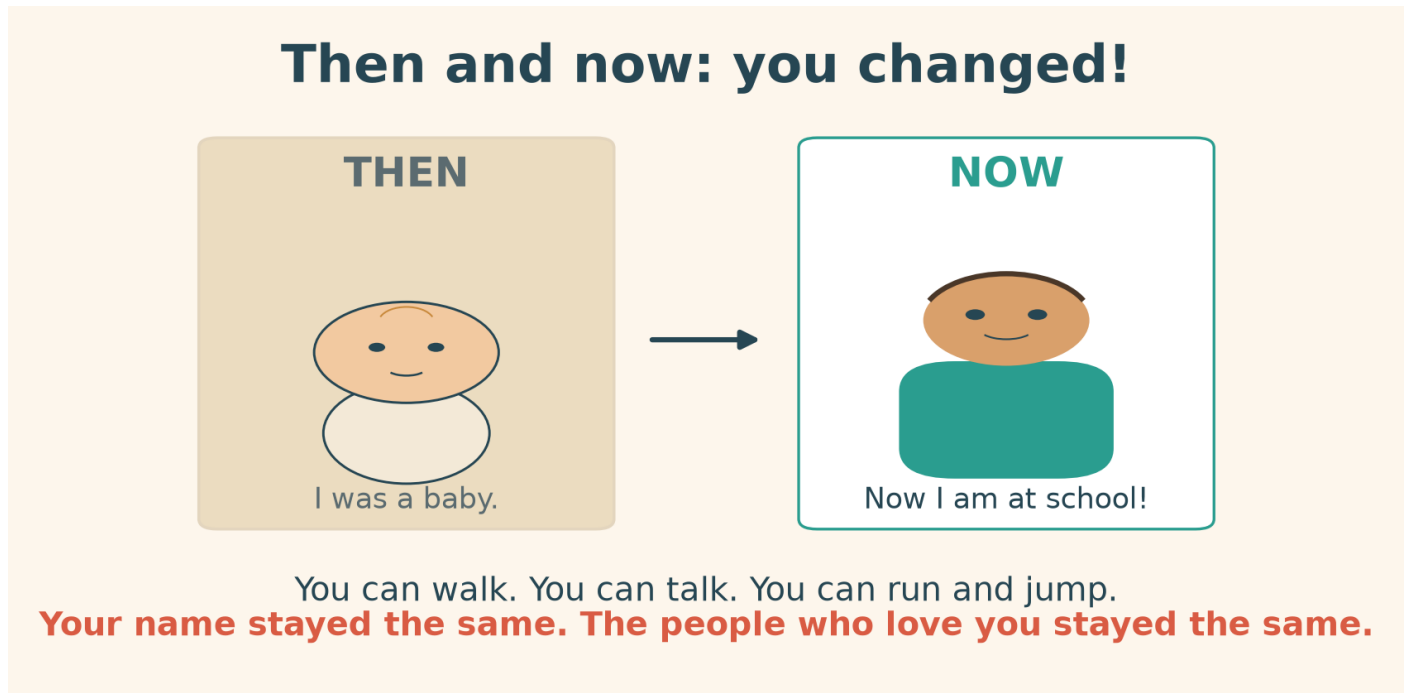
and are not named to children; nothing from the older bands; no VCE shapes or words (D10); no year tags on the jobs (D11).

Teaching order (what the teacher says and does)

Step 1 — *You changed!* (.E01)

Do: Show picture 1. Point to the baby, then to the class.

Say: Look! A baby. That baby is you! Now look at you now. You can walk. You can talk. You can run and jump. You changed! But your name stayed the same. The people who love you stayed the same.



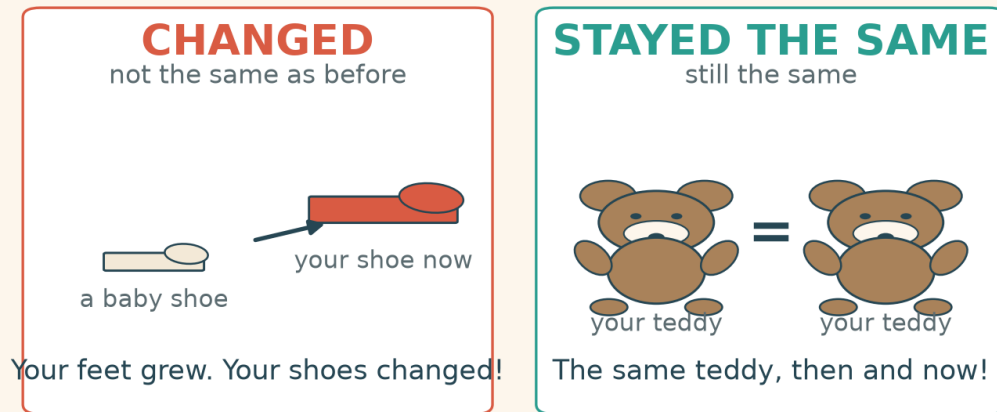
Two cards side by side. THEN shows a baby. NOW shows the same child, bigger, at school. Your body changed, but your name stayed the same.

Step 2 — *Two big ideas* (.E01)

Do: Show picture 2. Hold up a baby shoe (or the picture), then a child's shoe. Say the two new words slowly; the class says them back with hand moves (change = hands out wide; continuity = hands together).

Say: Two big ideas. Change: a thing is not the same as before. Your feet grew, so your shoes changed!
Continuity: a thing stays the same. Your teddy is still your teddy. The same teddy, then and now!

Two big ideas



change: a thing is not the same as before

continuity: a thing stays the same

Two cards. *CHANGED* shows a baby shoe next to your shoe now, because your feet grew. *STAYED THE SAME* shows the same teddy bear two times. Change means a thing is not the same as before. Continuity means a thing stays the same.

Step 3 — Then and now pairs (.E02)

Do: Show picture 3. Read each row out loud, pointing THEN, NOW. Take the class answer (same, or changed) on each row before you move on.

Say: Then and now. Toys, phones, books, cooking. Look at each pair. Say: same, or changed?

Then and now: same or changed?

	THEN		NOW
toys		?	
phones		?	
books		?	
cooking		?	

Look at each pair. Say: same, or changed?

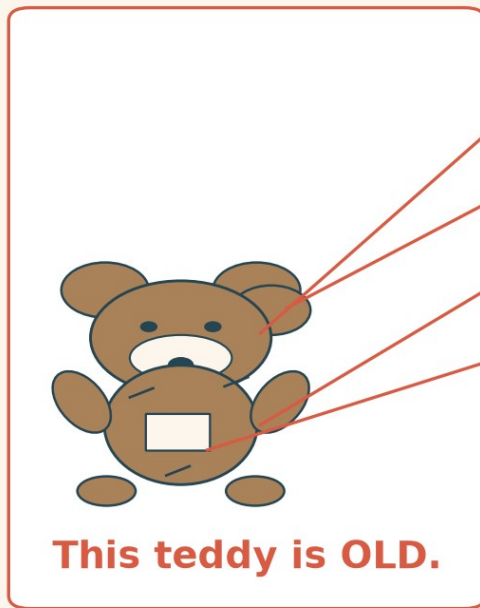
Four rows of pairs: toys, phones, books and cooking things, then and now. Each pair asks: same, or changed?

Step 4 — Is it old? Look for clues (.E03)

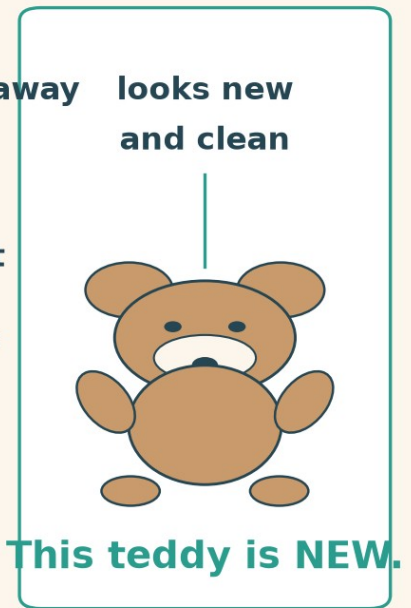
Do: Show picture 4. Read the four clues, pointing to each one on the old teddy. Let children touch an old thing and a new thing from your box (an old soft toy, a new one; an old cup, a new one) and say how each one looks and feels.

Say: Is it old? Look for clues! The colour went away. A torn ear. Very soft and flat. Lots of little lines.
These clues say: this teddy is old! The other teddy looks new and clean.

Is it old? Look for clues!



the colour went away
a torn ear
very soft and flat
lots of little lines



Circle the clues that say: this thing is old.

Two teddy bears. The old teddy has a torn ear and lots of little lines. The new teddy looks new and clean. The clues say which teddy is old.

Step 5 — A walk down Train Street (.E04, .E05)

Do: Show picture 5. Say it as it is: Train Street is a street you made up for the book — but the clues are the same kind as in real streets. Name each clue as you point. Then look closer at the old wall, picture 6.

Say: Now, a walk! Train Street is a street I made up, but the clues are the same as in real streets. Look: an old street name. A big stone place we keep so we remember. A date on the wall — one, nine, one, two. New shops. A very old tree. Clues from the past, in our street, now! Look at the old wall too: a date, a small sign, pretty shapes around the window. The wall tells us about the past!

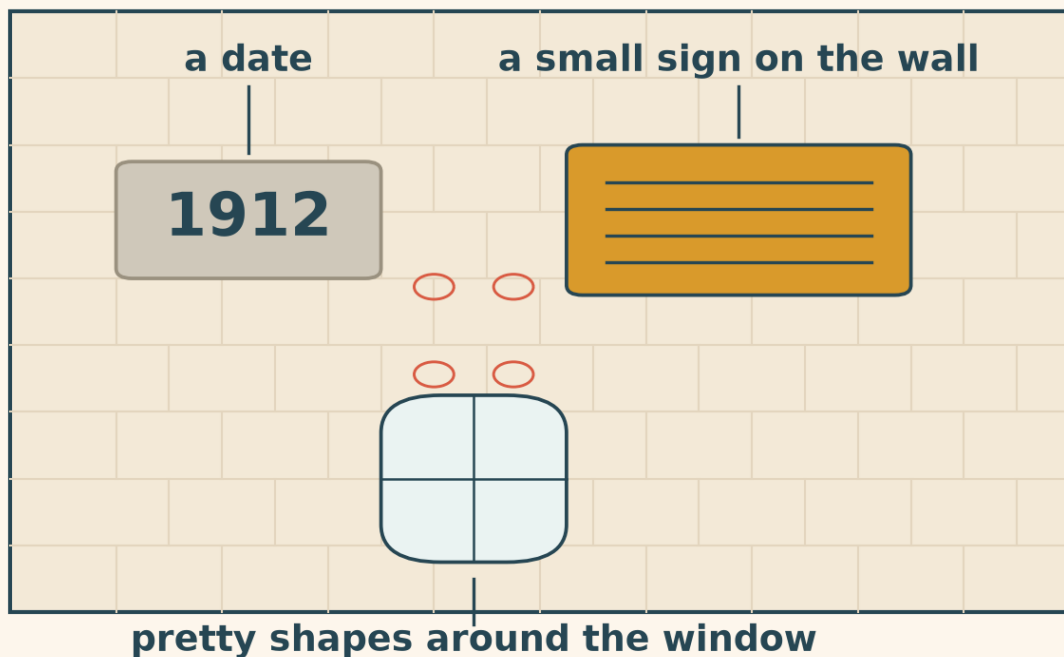
Our walk: clues from the past!



Find the clues from the past. Point to each one and say what it tells you.

A street we made up, called Train Street: an old street name sign, a big stone place we keep so we remember, an old wall with the date 1912 and a small sign, new shops, and a very old tree. Each one is a clue from the past.

What can this wall tell us?



An old brick wall with three clues: a date stone that says 1912, a small sign, and pretty shapes around a window.

Step 6 — Stories from home (.E06, D3 — part only)

Do: Set the home job: ask a grown-up at home one question — *what was the same when you were little, and what changed?* — and bring back one story, one old photo or one old thing. Put the stories on one big class paper (→ 1B, 1C). Then, with the paper and the object box in front of you, show how to say the end line below.

Say: Your turn! Ask your mum, your dad, your grandma, your grandpa, or an older person you know: what was the same when you were little? What changed? Their stories are clues from the past too. Then we put our clues together and say: this changed, and this stayed the same!

Examples I show first (teacher-facing)

Example 1 — The phones (.E02)

Do: Go back to the phones row of picture 3. Think out loud, slowly, in the three steps the children will copy: *what it is* → *what changed* → *what stayed the same*.

Say: I look at the two phones. The old phone has a round part with holes. You turn it to call. The new phone is flat and smooth. The phone changed! But both phones let people talk. Talk stays the same!

Do: Do the same once with the books row (black-and-white pages → colour pages; books stayed the same), and let the class say the last line.

Example 2 — Reading the old wall (.E04/.E05)

Do: Show picture 6 again. Show how to take three clues from one place and say one big thing at the end, counting the clues on your fingers.

Say: I look at the old wall. I see a date: one, nine, one, two. That tells me the wall is old! I see a small sign on the wall. I see pretty shapes around the window. One wall, three clues. The wall tells me about the past!

Jobs to do (teacher-facing)

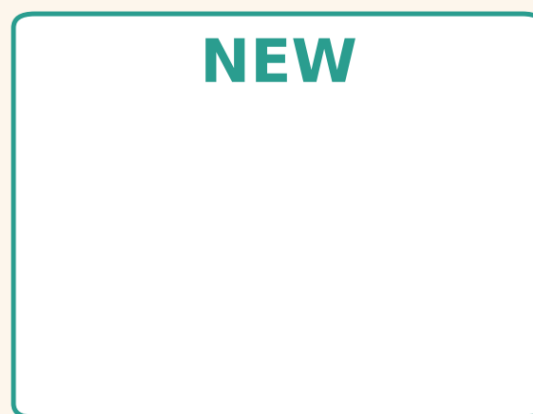
Q1–Q5 (with help)

Q1 (say, picture 3): Point to a row. *Say: same, or changed?* Take the answer from the whole class, then ask one child to say *how* it changed (the toy changed; the phone changed; the book changed; the cooking changed).

Q2 (put in place, picture 7): Show the sorting mat and the six cards (old teddy, new teddy, old phone, new phone, cracked cup, new cup). Children take turns putting a card in OLD or NEW and saying *it is old, because ...* or *it is new, because ...* with a clue they can see.

Old or new? Put each card in its place.

Look at each card. Talk about the clues you can see.



Say: it is old, because ... or it is new, because ...

Two big boxes, OLD and NEW, and six small cards to put in them: an old teddy, a new teddy, an old phone, a new phone, a cracked cup and a new cup.

Q3 (circle, picture 4): On a paper copy of picture 4, children circle the clues that say a thing is old (the colour went away; a torn ear; very soft and flat; lots of little lines), then say one out loud.

Q4 (point, picture 5): Point to each clue from the past in Train Street and say what it tells you. Good answers: an old street name / a big stone place we keep so we remember / a date on the wall / new shops next to old things / a very old tree.

Q5 (tell, picture 6): What can this wall tell us? Children name the date, the small sign and the pretty shapes, and say *the wall is old, because ...* in their own words.

Q6–Q8 (on their own)

Q6 (draw): Draw one thing at your house that is old, and one thing that is new. The child says (or you write down for them) one clue for each.

Q7 (put in place): With the things and photos that come from home (Step 6), each child puts their thing on the class THEN-and-NOW paper and says *old* or *new* and one clue.

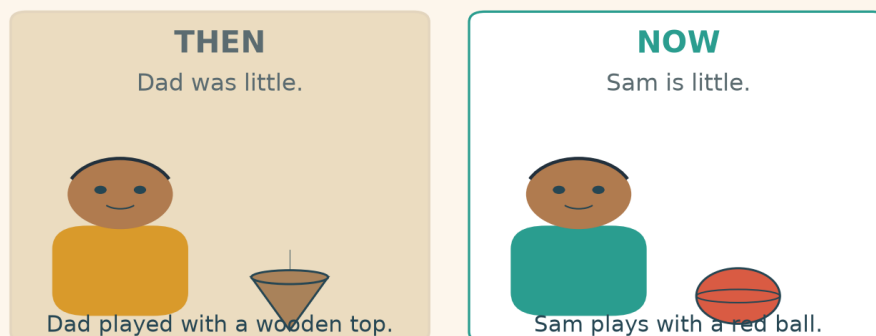
Q8 (tell): Tell a friend one thing that changed and one thing that stayed the same in a story from home (a toy, a game, a job, a house, a street). The friend says *thank you*, and the pair puts one hand up when both have told.

The big tell (say it or draw it)

Do: Show picture 8 as the model of a big tell. Each child gives one tell, out loud or as a drawing: **one thing that changed, and one thing that stayed the same**, from their own story or thing. Listen with the band achievement standard in mind (stated at the end of Level 2), in this book's own words: the child compares long ago with now and

says what changed and what stayed the same — one of each, with a because-clue, is enough for this year (D9: saying it counts).

Sam's big tell: one thing changed, one thing stayed the same



The toy changed! Dad had a top. I have a ball.
But we both play. Play stays the same!

Sam used a story from Dad, and drew the answer. You can say yours, or draw yours.

Sam's big tell. THEN: Dad was little and played with a wooden top. NOW: Sam is little and plays with a red ball. The toy changed, but play stays the same. You can say yours, or draw yours.

What to listen for (for the teacher)

- The two ideas used the right way round: *changed* for not-the-same-as-before, *stayed the same* / *continuity* for still-the-same — not mixed up.
- A because-clue from how a thing looks and feels: *it is old, because the colour went away* / *it has a torn ear* / *it is soft and flat*.
- Clues from the past found and read: the street name, the stone place, the date, the small sign, the pretty shapes, the old tree.
- An end line from put-together clues: *this changed, and this stayed the same* — said about a family story or thing, with no “Elders” and no First Nations content (D3).
- Care points: *past/present* used as time words (before you were born / now), not as reading words; the street we made up stays said to be made up (D4); family stories are the child's own — never made up or told for them by the teacher (SOURCE_USE).

Listening against the band achievement standard (stated at the end of Level 2), in this book's own words: the child says what changed and what stayed the same in their own life, in their family and in their community, and tells it from a source — a thing, a photo or a story.

Why things change and what happens next

VC2HH2S06 · Historical Concepts and Skills: Causes and consequences · Draws on .E01 .E02 .E03 .E04 · Links to 2C (changing technology).

This section is for the teacher. Grown-ups read the words out loud. Children look at the pictures, move the cards, draw, and say the stories. You can say your answer or draw it. Both are full answers.

The big idea

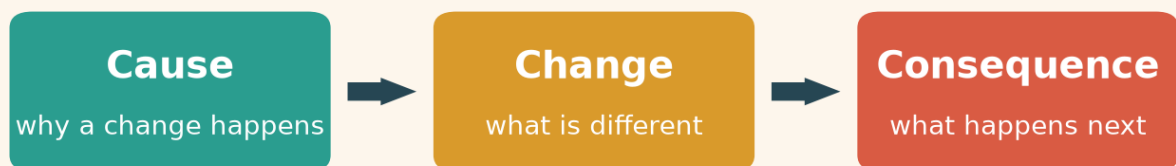
A **change** is when something is not the same as before.

Every change has a **cause** and a **consequence**.

- The **cause** is *why* the change happens. It comes **first**.
- The **consequence** is what happens **next**, after the change.

We say it like this: **cause** → **change** → **consequence**. Why it happens. What is different. What happens next.

Cause, change and consequence



Here is one small story.



One change can have more than one consequence.

A cause comes before the change. A consequence comes after.

Cause, change and consequence boxes with a rain story under them.

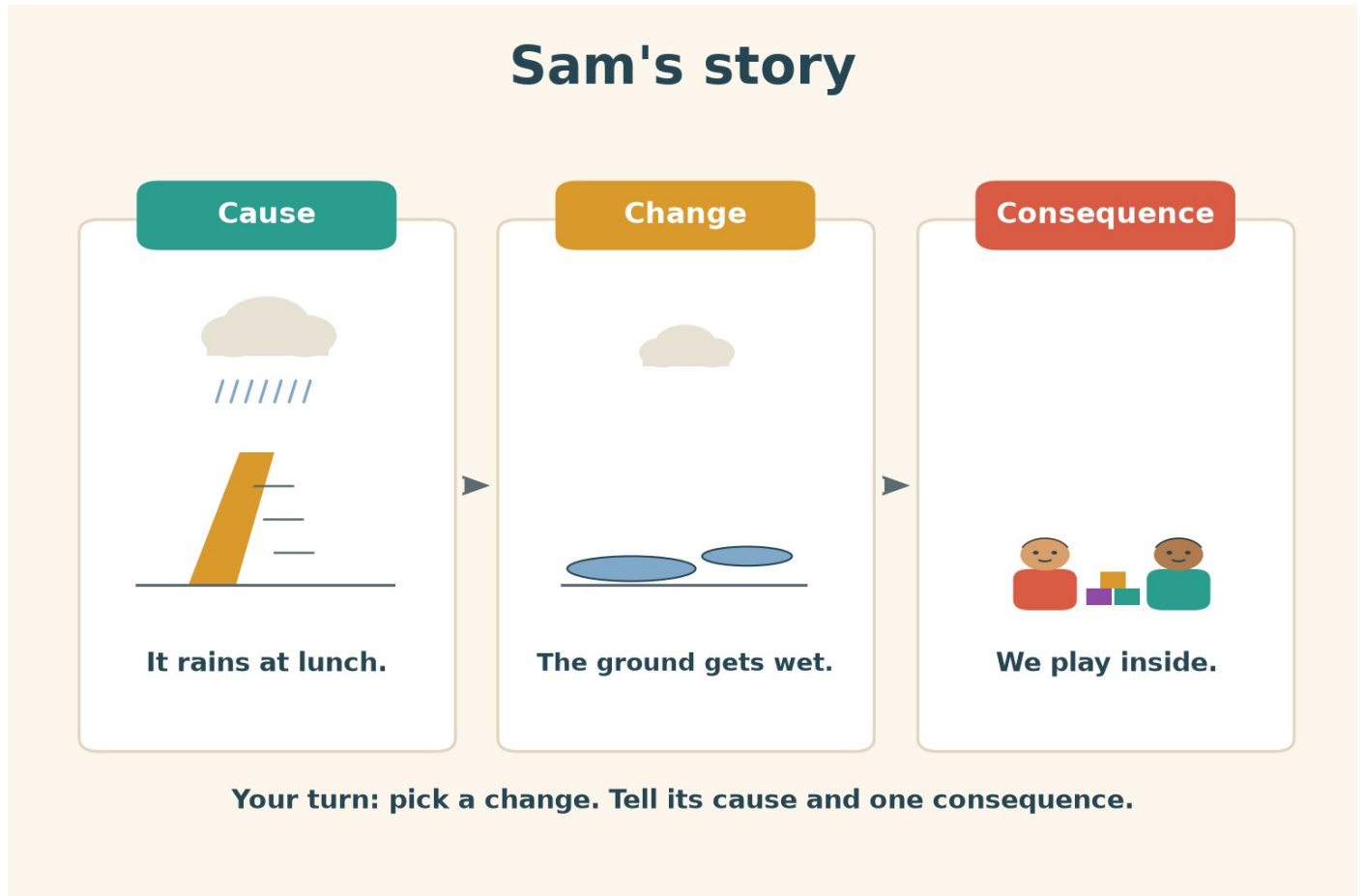
One change can have more than one consequence. Some consequences are **positive** (good). Some are **negative** (hard). We will put them in their places soon.

Teacher show 1 — the rain story

Read it with the children. Point to each picture as you go.

Look at the three pictures.

1. **It rains at lunch.** That is the *cause*. Why does the ground get wet? Because it rains.
2. **The ground gets wet.** That is the *change*. What is different now? The ground is wet.
3. **We play inside.** That is the *consequence*. What happens next? We play inside.



Three picture cards: it rains, the ground gets wet, we play inside.

Say it all together: **Because it rains, the ground gets wet, so we play inside.**

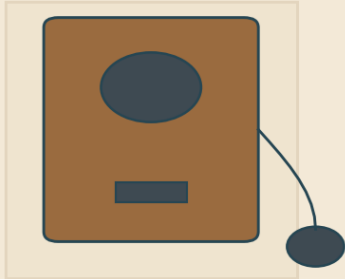
Teacher show 2 — old and new things

Point to each picture. Let children touch an old phone or see one in a photo if you have one.

Phones. A long time ago, one phone lived on a wall for the whole house. It had a long line. The first phone line in Australia started in 1879. Now many people have a small phone that goes with them. It can call, show pictures and send words far away.

Phones — then and now

Then



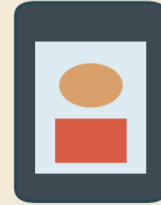
One phone for the whole house.

It lived on a wall. It had a long line.

The first phone line in Australia started in 1879, a long time ago.



Now



Many people have a small phone.

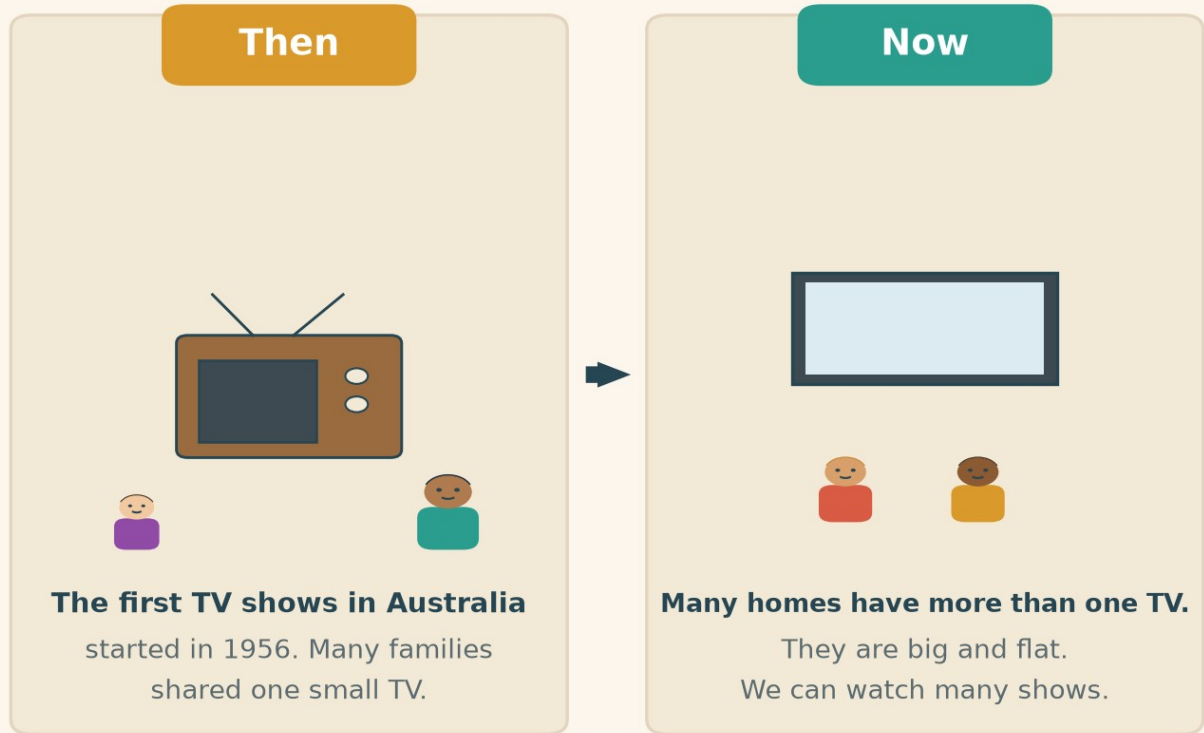
It goes with them all day.

It can call, show pictures, and send words to people far away.

An old wall phone from long ago and a small phone from now.

TVs. The first TV shows in Australia started in 1956. Many families shared one small TV. Now many homes have more than one TV. They are big and flat.

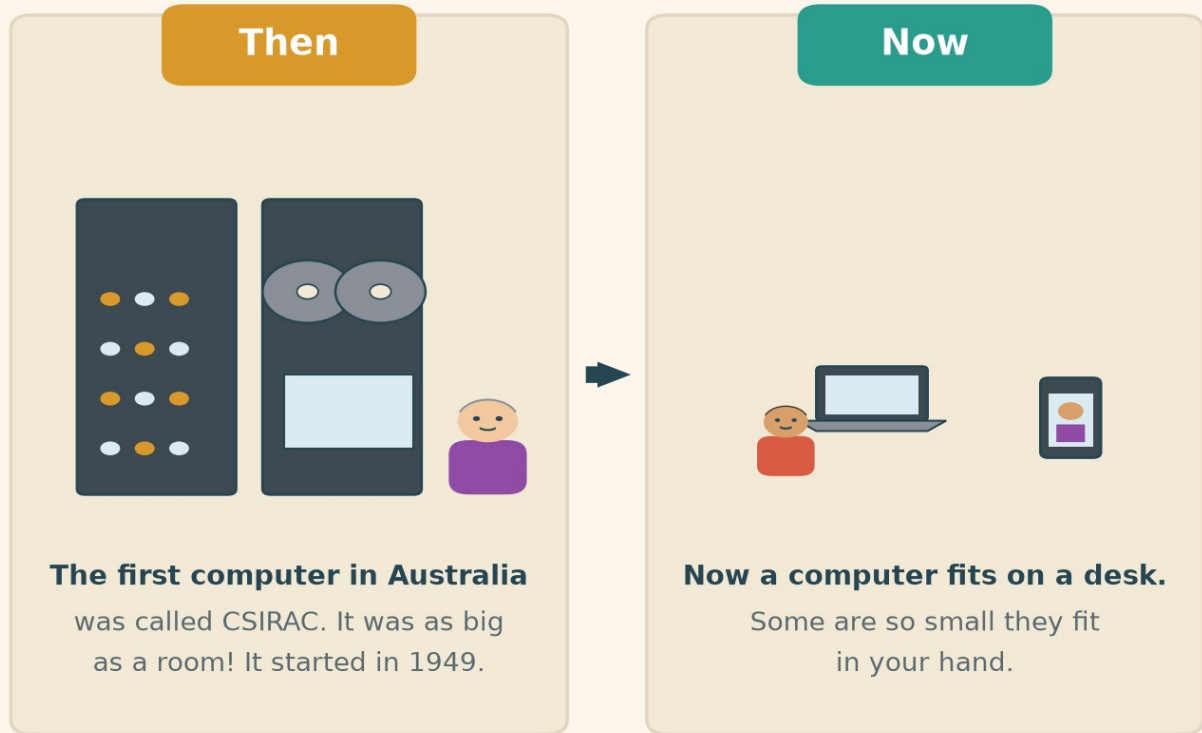
TVs — then and now



An old box TV from 1956 and a flat TV from now.

Computers. The first computer in Australia was called CSIRAC. It started in 1949 and it was as big as a room! You can go and see it in Melbourne. Now a computer fits on a desk, and some fit in your hand.

Computers — then and now



A room-size computer from 1949 and a small computer from now.

For each one, ask: **What changed? What is one good thing? What is one hard thing?**

We do it together

1. **Say the rain story.** In a loud voice, then a quiet voice: cause, change, consequence.
2. **Use the mat.** Put each card in *positive* or *negative*. Say why it goes there.
3. **Phones.** Name one good thing about a small phone. Name one hard thing.
4. **TVs.** Name one good thing about TV. Name one hard thing.
5. **Work.** Look at the work pictures. People used to write with pens on paper at a shop or a work place. Now many people work with computers. Some work from home. What changed?

What happens next?

A change can bring good things and hard things.

Positive — good things



We can talk to family far away



We can see news and shows



Food stays cold and fresh

Negative — hard things



The phone rings at bedtime



We sit still for too long

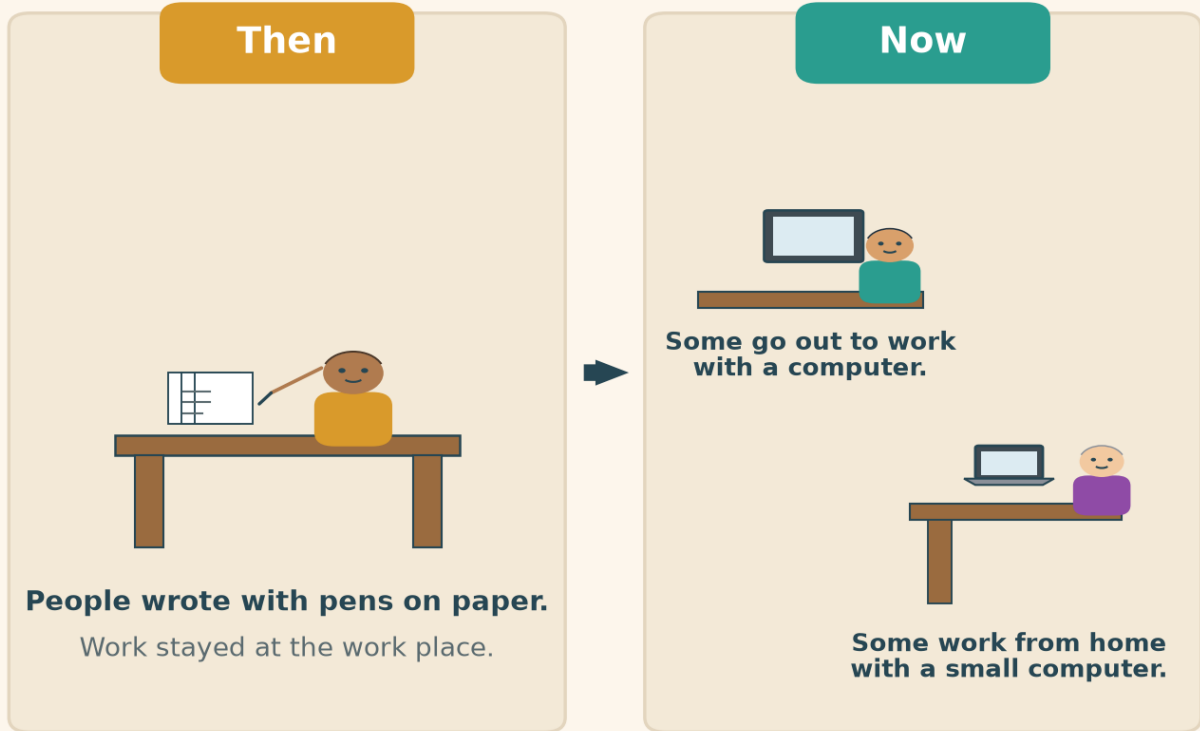


Things can break

Find a place for each card. Say: is it positive, or is it negative?

A mat with two sides: positive good things and negative hard things.

Work — then and now



People at work long ago with pens and paper, and now with computers.

You have a go

1. **Draw a change.** Draw something at your home that is new. Then say: the cause, the change, one consequence.
2. **Make your own cards.** Draw three small pictures of things that happen after a change. Put each one in *positive* or *negative*. Tell a friend why.

3. **Tell your story.** Use the story starts to tell your change story out loud. A picture is just as good as words.

Tell a change story

"The change was ____ .

"It happened because ____ .

"After that, ____ .

Sam's model

"The change was a new phone at home.

It happened because Grandma lives far away.

After that, we can call her every day."

Cause, change and consequence, in order.

Say your story out loud. A picture is just as good.

Three story starts to help tell a change story, with a model.

Your story — say it or draw it

Tell or draw the story of one change you know. Say the **cause** and one **consequence**.

Tick the boxes with your teacher when you can do it.

I can tell a change story

I put a tick in the box when I can do it.

☐

I can say what changed.

(that is a change)

☐

I can say why it changed.

(that is a cause)

☐

I can say what happened next.

(that is a consequence)

☐

I can tell my story, or draw it.

(that is my account)

Grown-ups: all four ticks together show what the Level 2 band asks for — saying why a change happens and what happens next.

A tick list: I can say what changed, why it changed, and what happened next.

This is how we know you can say why things change and what happens next.

For the teacher — what to listen for

A child is ready when they can, in their own words:

- say that a cause comes **first** (why), and a consequence comes **after** (what next);
- give one positive and one negative consequence for the same change;
- tell a change story about phones, TVs or computers using *because* and *so*.

Children can say a story or draw one. Both count the same. The band (code VC2HH2S06, with the band achievement standard stated at the end of Level 2) asks, in this book's own words: the child says why changes happen and what happens next, and says what new technology changed in family life.

Sources looked at 24 August 2026: Wikipedia, "Telecommunications in Australia" (first phone line 1879); Wikipedia, "Television in Australia" (first TV shows 1956); Wikipedia, "CSIRAC" (first Australian computer 1949; you can see it in Melbourne).

Why some people, events and places matter

Some people, events and places are very, very important. We find out why. We always ask: important to who?

CURRICULUM TRACEABILITY – 4C

Owns: VC2HH2S07 (Historical Concepts and Skills – Historical significance)

Elaborations taught: VC2HH2S07.E01, .E02, .E03, .E04

VC2HH2S07.E04 PARTIAL (D3) – taught with the retained buildings-and-monuments example only (Shrine of Remembrance); the Aboriginal and/or Torres Strait Islander

meeting-places example is EXCLUDED per Rule 1 and is not taught here

Pitch: Level 1 within the F-2 band. The teacher reads every line; children act, draw and tell (D9).

Scored response is judged against the band achievement standard (stated at the end of Level 2), in this book's own words: the child tells the important things about a person, a place or an event that matters to their family and community, and says who else it matters to.

Words we will use

significant — very, very important. We always ask: important to who?

❤️ **significant** ❤️

= **very, very important**



My family is significant to me.

The new word: significant means very, very important

event — a thing that happens, like a birthday or a big show.

our how-we-know list — the big word is *criteria*. It is how we check: is it significant?

report — a report tells about a place or a thing: when, where, who, why.

biography — a true story about one person.

source — a source is where we find out: a photo, a book, a person who tells.

The teacher reads — we listen and talk

Step 1 — our new word

[say] Our new word is *significant*. It means very, very important. Say it with me: sig-nif-i-cant. My family is significant to me. When we say significant, we always ask: important to who?

Step 2 — three kinds

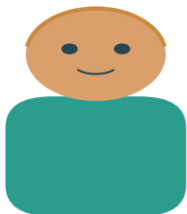
[say] Three kinds of things can be significant: a person, an event, or a place. A person, like your grandma. An event, like your birthday. A place, like the park.

What can be significant?

Three kinds of things can be significant.

A PERSON

one person



like your grandma

AN EVENT

a thing that happens



like your birthday

A PLACE

where you go



like the park

Three mats: a person, an event, a place

Step 3 — our how-we-know list

[say] How do we know it is significant? We use our how-we-know list. One: many people know it. Two: many people care about it. Three: it helps people. Four: we remember it. Five: it is special to our family or our class. We tick the ones we use.

How do we know it is significant?

Our class list

- | | | |
|----------|---|-------------------------------------|
| 1 | Many people know it. | ☒ |
| 2 | Many people care about it. | ☐ |
| 3 | It helps people. | ☒ |
| 4 | We remember it. | ☐ |
| 5 | It is special to our family or our class. | ☐ |

The teacher writes our ideas. We tick the ones we use.

Our class how-we-know list with tick boxes

Step 4 — we ask

[say] We ask two big things. What special days does your family celebrate? What do you love about your favourite places? Book 2 has special days and places. Now we ask why they are special.

We ask...



**What special days
does your family
celebrate?**

Tell a friend. Draw it too.



**What do you love
about your
favourite places?**

Tell a friend. Draw it too.

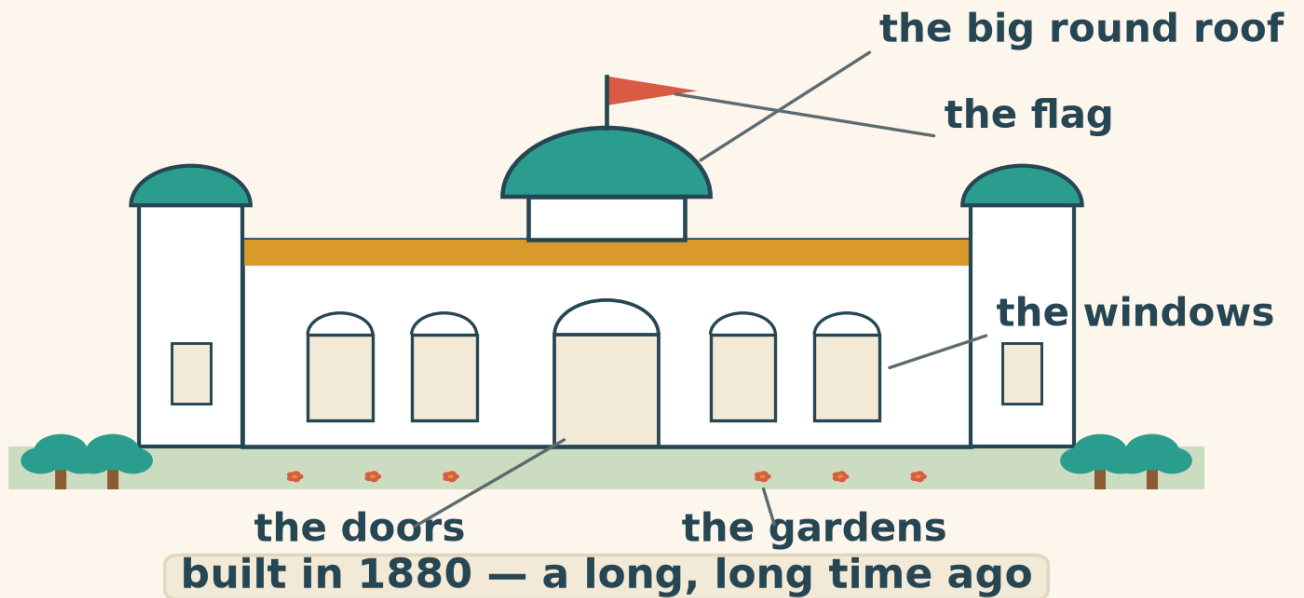
Two cards with things to ask

Step 5 — a short report

[say] Look at this big building. This is the Royal Exhibition Building. It is in the Carlton Gardens in Melbourne. It was built in 1880. That is a long, long time ago. A man named Joseph Reed showed how. Many people built it. People still use it today. Big shows happen there. It is on a world list of very special places. That is what our report says.

The Royal Exhibition Building

in the Carlton Gardens, Melbourne



A drawing of the Royal Exhibition Building and its parts

A short report

The Royal Exhibition Building

When was it built?

In 1880. That is a long time ago.

Where is it?

In the Carlton Gardens
in Melbourne.

Who built it?

A man named Joseph Reed showed how.
Many people built it.

Why do people love it now?

People still use it today. Big shows happen there.
It is on a world list of very special places.

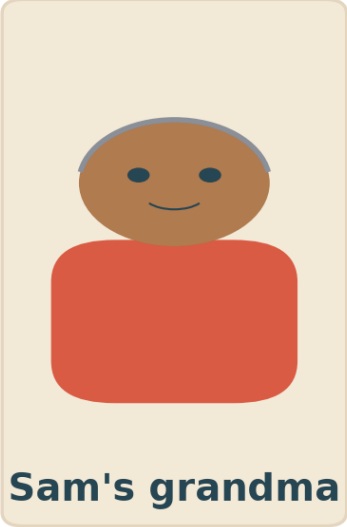
A short report: the Royal Exhibition Building

Step 6 — a biography

[say] A biography is a true story about one person. This one is about Sam's grandma. Sam's family is our story family from Book 1, so this one shows what a biography looks like. Who is she? She is Sam's grandma. What did she do? She was a teacher. She helped children learn. Why is she significant? She helped many people. They still say thank you.

A biography

a true story about one person



Sam's grandma

Who is she?
She is Sam's grandma.

What did she do?
She was a teacher.
She helped children learn.

Why is she significant?
She helped many people.
They still say thank you.



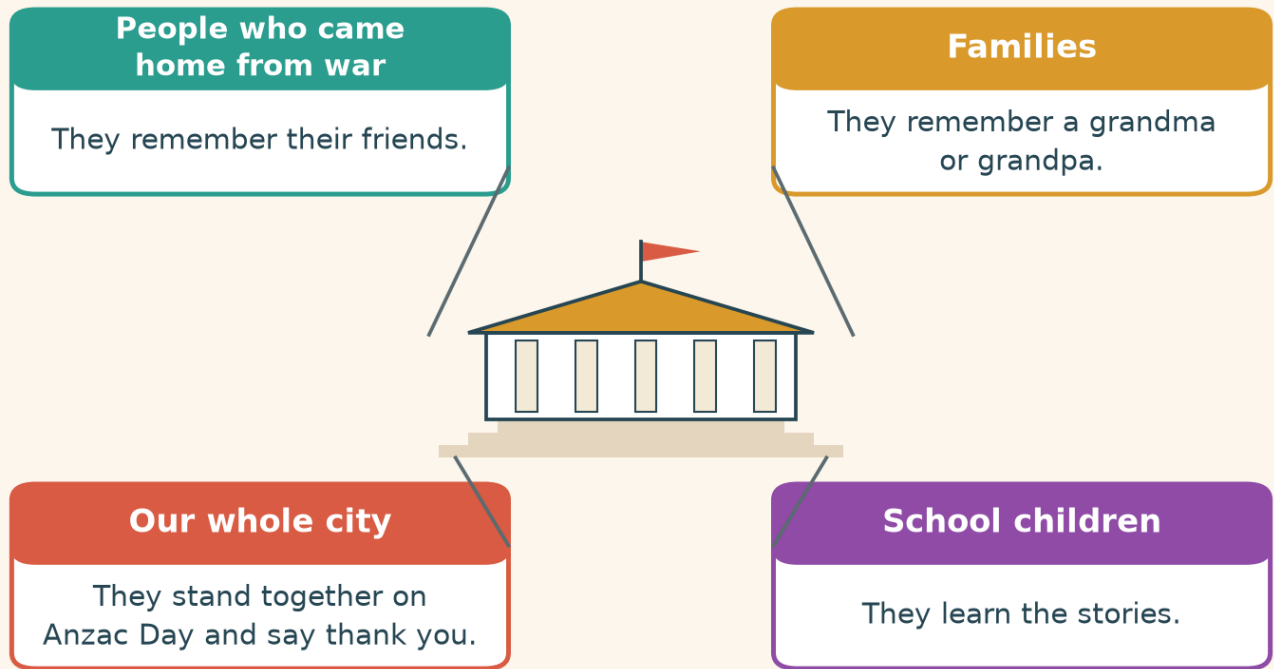
A biography: Sam's grandma

Step 7 — one place, many groups

[say] One place can matter to different groups, and each group has its own reason. This is the Shrine of Remembrance. It is in Book 2 too. It is a place where people say thank you to the people who came home from war, and to the ones who did not come home. People who came home from war remember their friends. Families remember a grandma or grandpa. Our whole city stands together on Anzac Day and says thank you. School children learn the stories.

One place, many groups

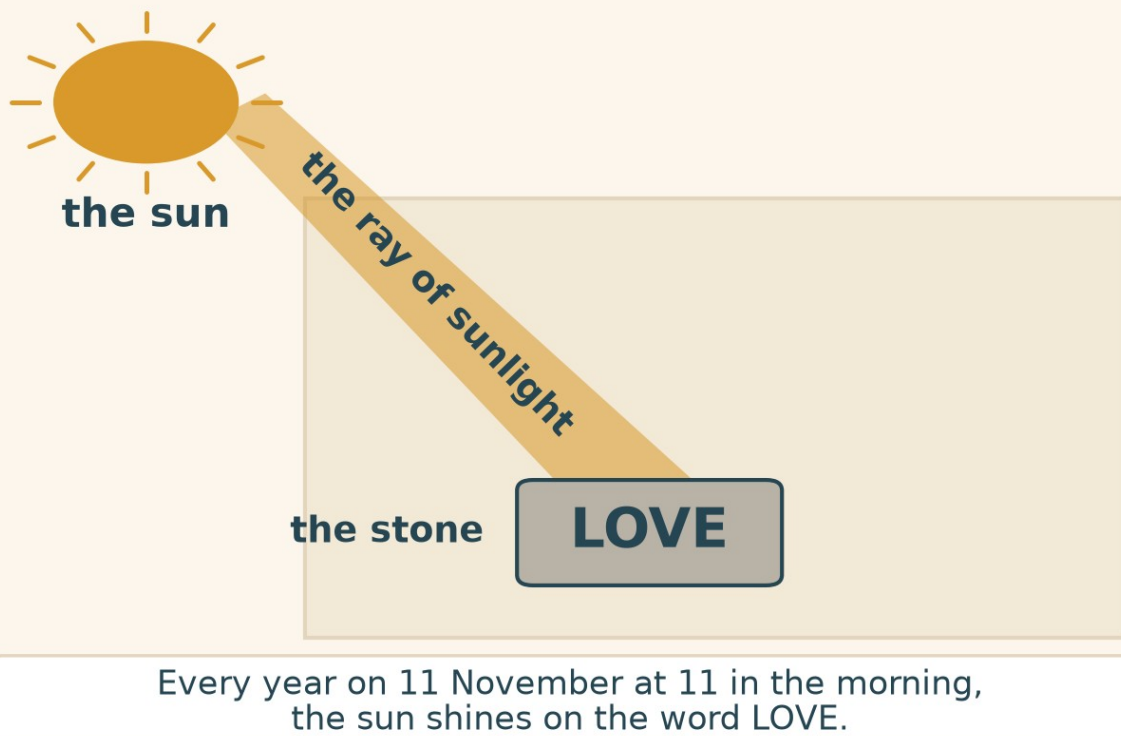
The Shrine of Remembrance, Melbourne



One place, many groups: the Shrine of Remembrance

[say] And one more true thing. Every year on 11 November at 11 in the morning, the sun shines on the word LOVE at the Shrine. Some people are quiet and a little sad at the Shrine. That is okay. It is a kind place.

A special ray of sunlight



The sun shines on the word LOVE at the Shrine

Show and learn — the teacher shows how

Show 1 — the teacher tries the list

[say] Watch me use our how-we-know list for the Royal Exhibition Building. Many people know it? Yes — tick. Many people care about it? Yes — tick. It helps people? Yes — tick. We remember it? Yes — tick. It is special to our family or our class? Not to my family — but to our whole city. That is a yes too. So: the Royal Exhibition Building is significant.

Show 2 — the teacher does a star sheet

[say] Now watch me do my star sheet for the Shrine. Many people know it — I colour a star. Many people care about it — a star. It helps people — a star. We remember it — a star. It is special to our family or our class — to many families, yes — a star. Five stars! Now I say it all together: the Shrine is significant because many people care. Who thinks it is significant too? Families, and our whole city.

Let's do it together

Task 1 — a person, an event or a place?

The teacher says a thing. You say: a person! an event! or a place!

- grandma
- your birthday
- the park
- the Shrine of Remembrance
- Anzac Day
- your teacher

Task 2 — tick the list together

Pick one thing we all know — our school. Check our how-we-know list together. Put a tick for each yes. Then say it: our school is significant because...

Task 3 — ask a friend

Ask a friend: what special days does your family celebrate? Then your friend asks you. Draw one thing too.

Task 4 — answer together

The teacher reads the report about the Royal Exhibition Building again. You answer:

- When was it built?
- Where is it?
- Who built it?
- Why do people love it now?

Task 5 — why do they love it?

Look at the Shrine cards. Say together why each group loves the Shrine:

- People who came home from war — they remember their friends.
- Families — they remember a grandma or grandpa.
- Our whole city — they stand together on Anzac Day and say thank you.
- School children — they learn the stories.

Your turn

Task 6 — my pick

Pick your own person, event or place. It can be anything that is significant to you. Draw it. Tell a friend one reason why it is significant.

Task 7 — my star sheet

Do your star sheet for your pick. Colour a star for each yes. Then say or write: ____ is significant because ____.

My star sheet

Is my pick significant? I colour a star for each yes.



Draw your pick here.



Many people know it.



Many people care about it.



It helps people.



We remember it.



It is special to our family
or our class.

_____ is significant
because _____ .

My star sheet: I colour a star for each yes

Task 8 — same and different

Ask a friend about their pick. Is it the same as yours, or different? Two people can pick different things, and both are right. We always ask: important to who?

Show what you know

Draw your person, event or place. Then tell about it.

Show what you know

a person

an event

a place

Draw your person, event or place here.

My pick is _____.

It is significant because _____.

Who thinks it is significant too? _____.

Show what you know: draw it and tell

- My pick is ____.
- It is significant because ____.
- Who thinks it is significant too? ____.

TEACHER GUIDE – scoring and notes (adult register)

Scored oral/drawn response ("Show what you know"), judged against the band achievement standard (stated at the end of Level 2), in this book's own words, observed at Level 1 pitch:

BEGINNING – draws or names a person, event or place with prompting; says it is special/important but gives no reason.

GROWING – identifies a significant individual, event or place and gives one reason (e.g. "many people care about it"); answers "important to who?" with support.

GOT IT – identifies a significant individual, event or place, gives a reason drawn from the class criteria, and names who else finds it significant (perspective/ frame-dependence: "my family", "our class", "our city").

D3 scope note: VC2HH2S07.E04 is taught PARTIAL. The retained example is an urban place with buildings/monuments important to different cultural groups (Shrine of Remembrance, cross-ref 2A/2B). The Aboriginal and/or Torres Strait Islander meeting-places example is excluded per Rule 1 and must not be taught here.

Contested-terms note (CONTESTED_TERMS.md): the curriculum does not define "significant/significance". This section operationalises it as "very, very important" and always pairs it with the frame question "Important to who?" – two people can pick different things and both be right. Criteria are class-

developed (E01) via the how-we-know chart; the chart is a model list, not a fixed rubric.

Difficult-history care points: the Shrine involves war death. Keep language gentle ("the ones who did not come home"); no graphic detail; allow any child to opt out of the telling task; be aware some families have serving members or recent loss. The ray-of-sunlight fact (11 Nov, 11 am, the word LOVE) is age-appropriate and hope-framed.

Model-family note: Sam's family (from 1A/3D) is the house made-up family; the Step 6 biography is therefore a model text, flagged as such in student-facing copy ("our story family"). The Royal Exhibition Building and Shrine of Remembrance content is real and sourced (see SOURCES).

Volume calibration (TOC §3): 1 teacher-led sequence with read-aloud script (Steps 1-7), 2 modelled demonstrations (Shows 1-2), 5 scaffolded tasks (Tasks 1-5), 3 independent tasks (Tasks 6-8), 1 oral/drawn scored response.

SOURCES (retrieved 2026-08-24)

- VCAA Victorian Curriculum F-10 Version 2.0, export VC2_AS-CD-Elab_29-07-2026.csv: VC2HH2S07, elaborations E01-E04 and the Level 2 achievement standard, referenced by code only in the traceability and scoring fences.
- Wikipedia, "Royal Exhibition Building": opened 1 October 1880 in the Carlton Gardens, Melbourne; architect Joseph Reed; World Heritage-listed 2004; still in use for exhibitions.
- Wikipedia, "Shrine of Remembrance": Kings Domain, Melbourne; dedicated 11 November 1934; Stone of Remembrance inscribed with "Greater love hath no man"; ray of sunlight illuminates the word LOVE at 11 am on 11 November.
- All 11 figures are original, generated by src/gen_4c_*.py (matplotlib, house palette); no copyrighted artwork reproduced.

Telling the past in order

Every family has stories. Every street has stories too. When we put what happened in time order, from first to now, and use things from the past to help us, we tell a true story. That is a chronological account — in our words, a story in time order.

CURRICULUM TRACEABILITY — teacher reference, not student text

Section 4D · Chapter 4 (Historical Concepts and Skills — Communicating)

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

Owns: VC2HH2S08 (code checked against the VCAA VC2 Humanities: History export, retrieved 2026-07-29, re-read 2026-08-21; cross-check CSV VC2_AS-CD-Elab_29-07-2026.csv; carved to history_1_S08.json on 2026-08-24)

Draws on: VC2HH2S08.E01, .E02, .E03 and .E04 — all four in full. Section 4D carries no First Nations content; none is taught, referenced or authored in (CONTENT_POLICY Rule 1 / TOC decision D3).

Chapter 4 note carried here: time terms (then, now, yesterday, today, in the past, one year ago, 10 years ago); a story about when your parents or grandparents were young, told or drawn; a display about one special place, or one family day; a community story told again — out loud, drawn, acted, or shown with photos. Links forward to 1A, 2A and 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, places and tells. Spoken and drawn accounts fully satisfy this content description at Level 1 (D9).

Model family: Sam, mum, dad, grandma and grandpa — invented (TOC decision D4).

Words we will use

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

chronological — in time order, from first to last. *In this book:* first, next, then, after, last.

account — a story that tells what happened, in order.

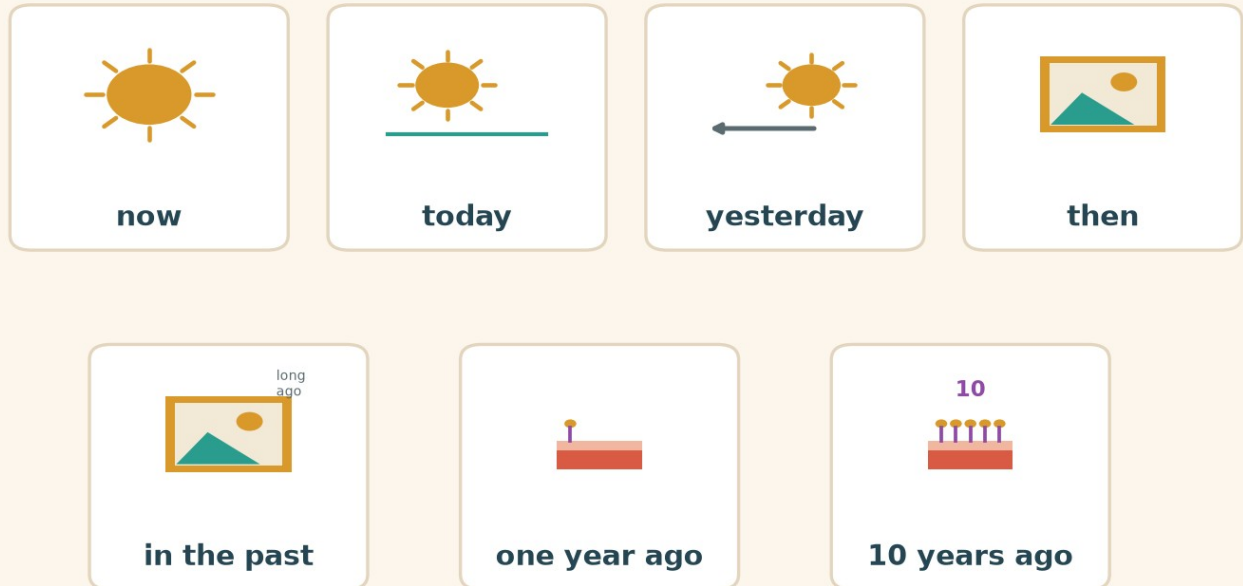
source — a thing that helps us know about the past. A photo, an old object, a drawing and a story are all sources.

the past — the time before now. When grandma was little, that time is in the past.

then and now — then means at that time, before now. Now means today.

order words — first, next, then, after, last. They put a story in time order.

Words about time



We use these words to say WHEN things happened.
Point to each word as you say it.

Seven word cards about time. They say: now, today, yesterday, then, in the past, one year ago, 10 years ago. Each card has a small picture. A line at the bottom says: We use these words to say WHEN things happened. Point to each word as you say it.

Words that put our story in order



First this. Next that. Then this. After that, last.

Say the words as you put each card down.

Five word cards that put a story in order: first, next, then, after, last. The cards have the numbers 1 to 5, and arrows go from card to card. A line at the bottom says: We use these words to put our story in order.

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 did you do today? What did you do yesterday?”

Children take turns to tell one thing. The teacher draws a small picture next to what each child says: a ball, a book, a bike, a bed. We keep all the pictures up where everyone can see them.

Step 2 — New words, and words about time

[say] “When we put what happened in order, from first to last, we make a chronological account. Say it with me, one bit at a time: chronological account.”

The class says the words and counts on fingers: first, next, then, after, last.

The teacher shows the time words picture. Children point to each word and say it.

[say] “These words say WHEN. When did it happen? Point and say.”

Step 3 — Story time: a book with no words

The teacher shows the book *Window*. Jeannie Baker made the pictures. If the book is not in the room, the teacher shows the Window picture.

A book that tells a story with pictures



The book is called Window. Jeannie Baker made it.

It has no words. The pictures tell the story.

The same window. The view changes as time goes by.

Pictures in time order can tell a story, just like words.

Three windows in a line. The first says at the start, and shows trees and one house. The second says after some time, and shows more houses and a road. The third says a long time after, and shows tall buildings and a car. The words say: The book is called Window. Jeannie Baker made it. It has no words. The pictures tell the story. The same window. The view changes as time goes by.

[say] “This book is called Window. It has no words. The pictures tell the story.”

The teacher turns the pages slowly. Children say what changes.

[say] “The same window. A new view. The pictures go in time order, so the pictures tell a chronological account — with no words at all!”

Step 4 — Grandma's story

The teacher tells the story with the grandma story picture.

When grandma was little

A story we can tell, in time order

1



Long ago, grandma was little.

2



She played with a wooden doll.

3



She walked to school.

4



Now grandma tells us stories.

Time words in the story: long ago ... now

Your family has stories like this too.

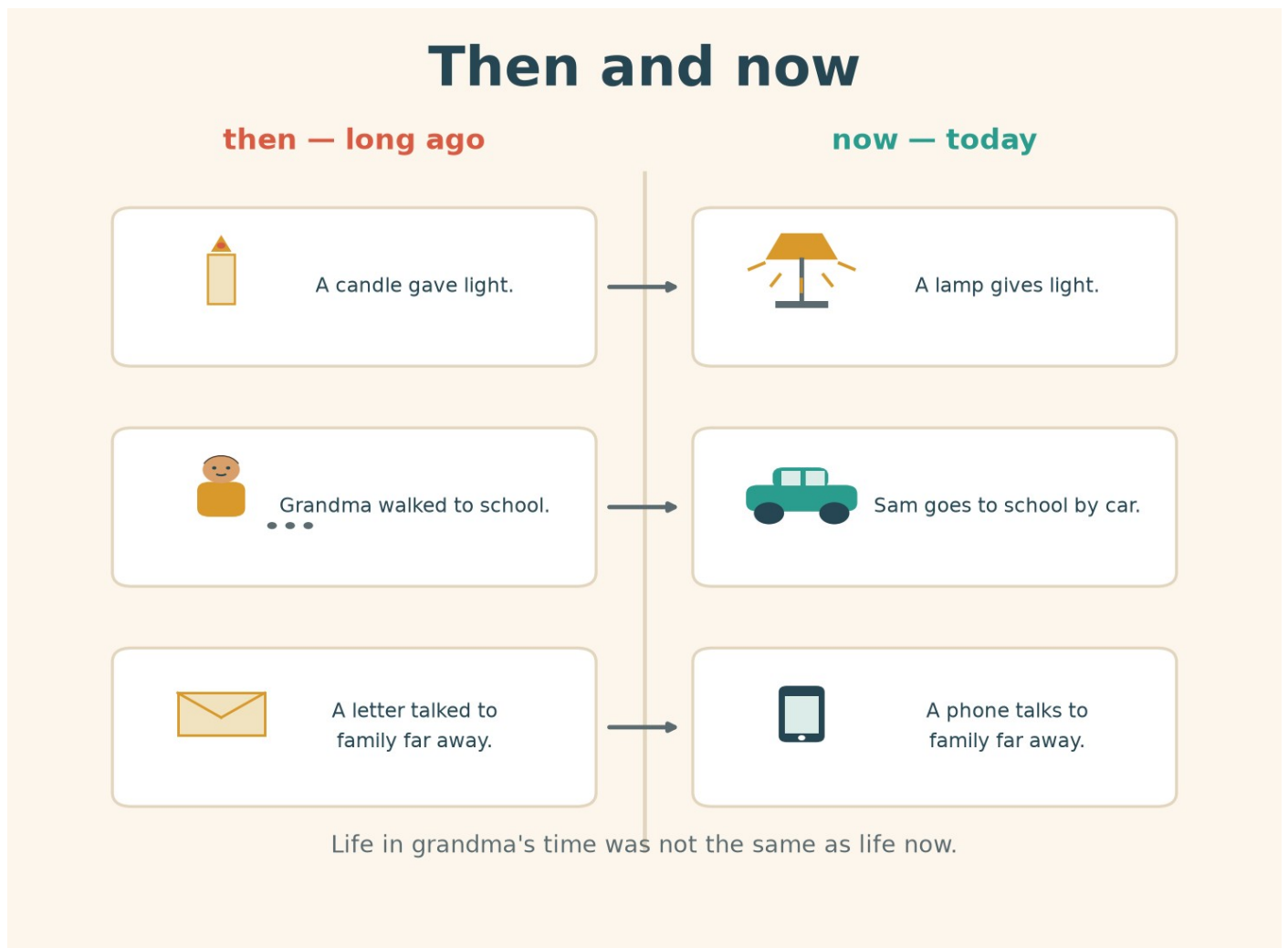
Four cards in a line, numbered 1 to 4. Card 1: long ago, grandma was little. Card 2: she played with a wooden doll. Card 3: she walked to school. Card 4: now grandma tells us stories. An arrow at the bottom goes from first to last. The words say: Time words in the story: long ago ... now. Your family has stories like this too.

[say] “Long ago, grandma was little. She played with a wooden doll. She walked to school. Now grandma tells us stories.”

[say] “Did you hear the time words? Long ago ... now. They say WHEN.”

Step 5 — Then and now

The teacher shows the then and now picture and reads each line.



Two sides. The left side says then, long ago. The right side says now, today. Three lines of pictures go across: a candle gave light, and now a lamp gives light; grandma walked to school, and now Sam goes to school by car; a letter talked to family far away, and now a phone talks to family far away. A line at the bottom says: Life in grandma's time was not the same as life now.

[say] “In grandma's time, a candle gave light. Now, a lamp gives light. Then and now — not the same!”

The class says each line back.

Step 6 — A real place with old photos

[say] “In Melbourne, on Swanston Street, there is a big place called the State Library Victoria. It opened long ago, in 1854. People keep old photos there — more photos than you can count! Old photos are sources. They help us tell stories about the past.”

The teacher shows a photo of the State Library Victoria (see the sources box at the end). Children look and say what they can see: a big old building, tall windows, steps.

Step 7 — Your story

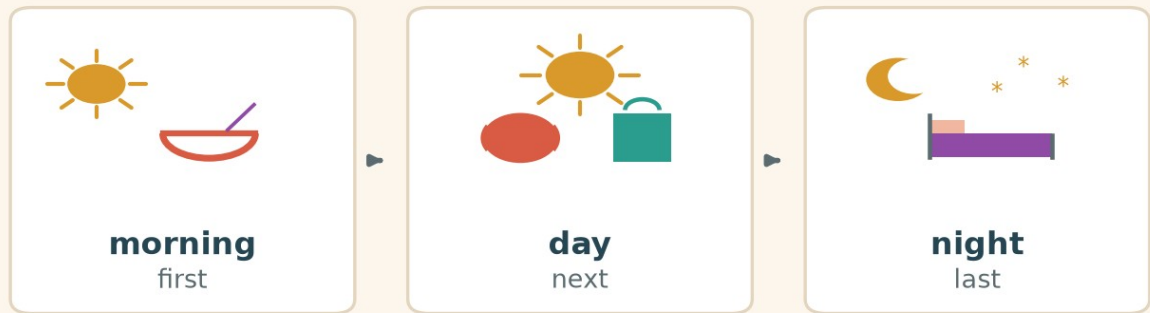
[say] “Your family has stories too. Your street has stories too. Today you will tell one, in time order, and use things from the past to help you.”

Show and learn — the teacher shows how

Show 1 — I tell a story in time order

The teacher shows Sam's day picture.

Sam's day, in time order



Sam tells about his day: what came first, what came next, and what came last. That is a story in time order.

No clocks needed. We only put the parts in order.

Three pictures of one day, in time order. Morning, first: a sun and a bowl. Day, next: a sun, a ball and a bag. Night, last: a moon, stars and a bed. Arrows go from one to the next. A line at the bottom says: No clocks needed. We only put the parts in order.

The teacher thinks out loud:

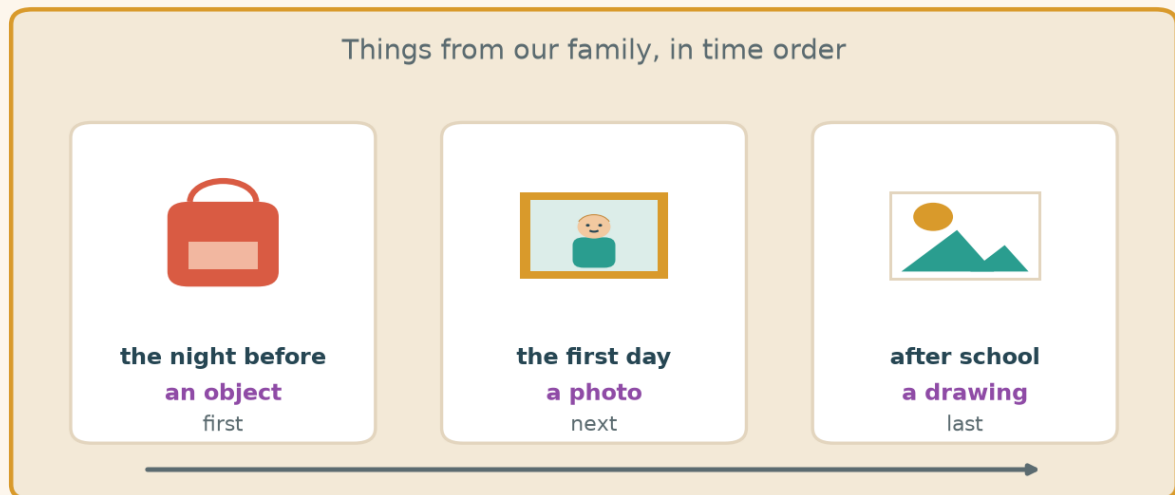
“Sam’s day, in time order. First, in the morning, Sam gets up and eats. Next, in the day, Sam plays. Last, at night, Sam goes to bed. I used order words: first, next, last. I used time words: morning, day, night. That is my chronological account of Sam’s day.”

The class says the three order words together: **first, next, last.**

Show 2 — I make a display

The teacher shows the display picture.

Our display: Sam's first day of school



We put the things from first to last.

A photo, an object and a drawing are all sources.
They help us tell what happened.

A display board about Sam's first day of school. Three cards in time order: the night before, an object, first (a school bag); the first day, a photo, next (a photo of a child); after school, a drawing, last (a crayon drawing). An arrow goes from first to last. The words say: We put the things from first to last. A photo, an object and a drawing are all sources. They help us tell what happened.

The teacher thinks out loud:

"Sam's first day of school. I put three sources on the board, in time order. First, the night before: an object — Sam's bag. Next, the first day: a photo of Sam. Last, after school: a drawing Sam made. A photo, an object and a drawing are all sources. They help me tell what happened, in order."

Let's do it together

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

Task 1 — Point to the time word

The teacher says a time: "Sam was a baby. That was one year ago!" The children point to "one year ago" on the time words picture. Then: "yesterday!" "today!" "10 years ago!" "now!" "in the past!" Children take turns to be the one who says the time.

Task 2 — Put Sam's day in order

The teacher gives out three picture cards: morning, day, night. Children put the cards in order and say the story out loud: "First ... Next ... Last ..."

Task 3 — Clap the time words

The teacher tells grandma's story again with the grandma story picture. Children clap when they hear a time word. How many claps did you get?

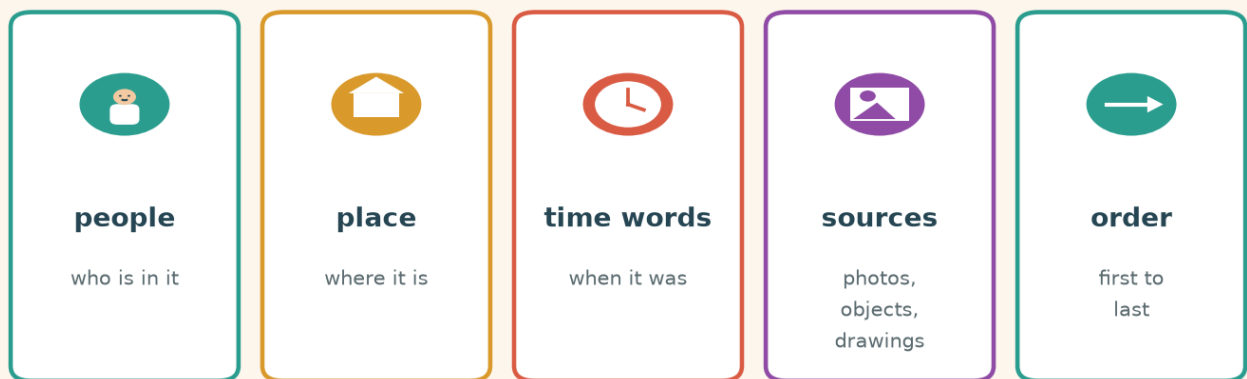
Task 4 — Then or now?

The teacher reads a line from the then and now picture: "A candle gave light." The children say "Then!" The teacher reads: "A phone talks to family far away." The children say "Now!" Go through all the lines.

Task 5 — Check the story

The teacher shows the telling picture: a good account has people, a place, time words, sources, and order.

A good account has ...



When we tell our story, we can check: is it all there?

People, place, time words, sources, and order.

Five cards in a line: people (who is in it), place (where it is), time words (when it was), sources (photos, objects, drawings), order (first to last). A line at the bottom says: When we tell our story, we can check: is it all there? People, place, time words, sources, and order.

The class checks grandma's story together. Who is in it? (Grandma!) Where is it? (Home and school!) When was it? (Long ago ... now!) What sources can we see? (The wooden doll! Old photos!) Is it in order? (Yes — 1, 2, 3, 4!)

Your turn

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

Task 6 — Draw your story, then tell it

Here are four boxes: first, next, then, now. Draw your story in the boxes. Then tell your story out loud. The teacher writes what you say under each box.

My story, in time order

first

next

then

now

the teacher writes
what you say

the teacher writes
what you say

the teacher writes
what you say

the teacher writes
what you say

Draw your story from first to now. Then tell it.

Four empty boxes in a line, labelled first, next, then, now, with a line to write on under each box. An arrow at the bottom goes from first to now. The words say: Draw your story from first to now. Then tell it. Under each box, the teacher writes what you say.

Task 7 — Make a display

Make a display about one special place, or one family day. Put in three sources: a photo, an object and a drawing. Put them in time order, from first to last. Tell your display to a friend.

Task 8 — Act out a community story

In a small group, one child tells a story about our street or our town — long ago and now. Act it out with a photo or a dress-up hat. The others listen. Then change over!

Act out your community story



One child tells. The others listen. Then change over!

A child in a big dress-up hat tells a story and holds up a photo. Next to the child, the words say: Long ago, our street was quiet. Now it is busy! Three children sit and listen. Old photos are on the ground. A line at the bottom says: One child tells. The others listen. Then change over!

Show what you know

Tell us your story, in time order. The child tells the teacher about one story from their family or their street — or draws it and tells about the drawing.

The child tells four things:

1. Who is in your story?
2. Where is it?
3. What happened, first, next, and last? Use time words.
4. Show a source — a photo, an object or a drawing. (The telling picture can help.)

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 spoken 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:

BEGINNING — with prompting, the student places two or three events in order and uses one time word (then, now, yesterday, today) — a simple chronological account with support.

GROWING — the student tells a short account of a family or community event in

chronological order, using order words (first, next, then, last) and at least two historical terms about time (e.g. long ago, one year ago, in the past), drawn from E01.

GOT IT – the student also names and uses a source (a photograph, an object, a drawing, the Window book, the State Library Victoria photographs) inside the account: "This photo shows ...", "the picture tells ..." – the child tells the story of their own life, their family and their community in time order, with the section's time words and a source. This is what the band achievement standard asks for at Level 1.

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; per D9, spoken and drawn accounts fully satisfy VC2HH2S08 at Level 1.

Deliberate scope notes:

- Section 4D carries no First Nations content; none is taught or authored in (CONTENT_POLICY Rule 1 / TOC decision D3). The community story in E04 is told again out loud, drawn, acted or shown with photos, from the neutral remainder of the class's own street and town.
 - "Chronological", "account", "source" and "historical terms" are not defined by VCAA; this section gives the working definitions stated in the "Words we will use" box (operational definitions per CONTESTED_TERMS.md Rule 1). Every task is answerable on those definitions alone.
 - The model family (Sam, mum, dad, grandma, grandpa) is invented per TOC decision D4; the real referents (Jeannie Baker's Window; the State Library Victoria) are named and sourced in the SOURCES box.
-

Real stories, real places

A real book: Window. Jeannie Baker made Window in 1991. It has no words. The pictures show the view from one window. A baby grows into a boy. The view outside changes: trees, then houses, then tall buildings. The pictures go in time order, from first to last, so the story is told with pictures, not words.

A real place: State Library Victoria. On Swanston Street, Melbourne. It opened in 1854. People keep old photos and old books there. It has 1,253,543 photos — more photos than you can count! When we want to know what our streets looked like long ago, we can look at its old photos.

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, VC2HH2S08 with elaborations .E01-.E04, 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; carved to history_1_S08.json on 2026-08-24).
2. Baker, Jeannie (1991). Window. Walker Books (Australia). A wordless picture book: the view through one window changes as baby Sam grows – bushland becomes suburb, suburb becomes city. Read-aloud/show text for Step 3.
Source: <https://www.jeanniebaker.com/books/window/>, retrieved 2026-08-24.

3. State Library Victoria, Melbourne (Swanston Street): established 1854; the collection includes 1,253,543 photographs with a special focus on Victoria. Real place for Step 6.
Source: https://en.wikipedia.org/wiki/State_Library_Victoria, retrieved 2026-08-24.
4. All ten diagrams in this section are original drawings made for this book (generator scripts in `src/gen_4d_*.py`). The Window figure is an original schematic of the book's device, not a reproduction of Jeannie Baker's art; the model family is invented (TOC decision D4).