

History Level 2

Chapter 1 — Historical Knowledge and Understanding: personal, family and community histories

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Family stories: who we are connected to, and where we come from

This is read with the teacher. The teacher reads all the words. We look, talk, draw and share. No big reading is needed.

Owns: VC2HH2K01

Our family stories

Everyone has a family story. It is about the people we are close to: who they are, where they were born, where they grew up, and how they are family to us.

Here are words we use for the people in a family. (VC2HH2K01.E01)

Family words

The people in a family

mum your mum	dad your dad	parent your mum or your dad
brother a boy with the same mum or dad as you	sister a girl with the same mum or dad as you	grandmother your mum's mum or your dad's mum
grandfather your mum's dad or your dad's dad	aunty your mum's or dad's sister	uncle your mum's or dad's brother
cousin your aunty's or uncle's child	family the people you live with and love	close friend a friend who is like family

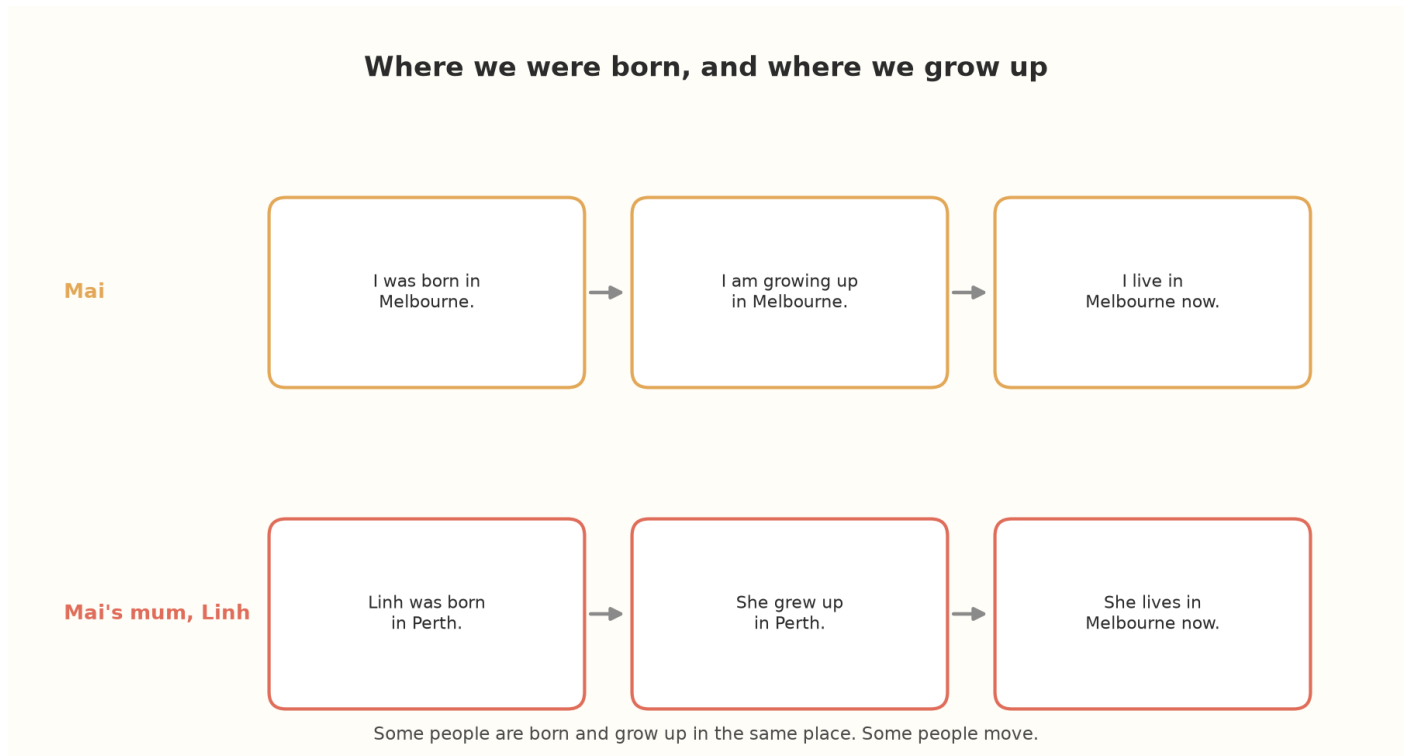
Twelve word cards about family people. The cards say: mum, your mum; dad, your dad; parent, your mum or your dad; brother, a boy with the same mum or dad as you; sister, a girl with the same mum or dad as you; grandmother, your mum's mum or your dad's mum; grandfather, your mum's dad or your dad's dad; aunty, your mum's or dad's sister; uncle, your mum's or dad's brother; cousin, your aunty's or uncle's child; family, the people you live with and love; close friend, a friend who is like family.

Some of these words are long words for family people. A **parent** is a mum or a dad. A **caregiver** is a grown-up who cares for you. A **sibling** is a brother or a sister. A **grandparent** is a grandma or a grandad.

Families are not all the same. Some kids live with a mum and a dad. Some live with one parent. Some live with a grandma or a grandad. Some live with a caregiver. An aunty, an uncle or a cousin can live with us, near us, or far away. A close friend can be like family. All of these people are family.

Where we come from

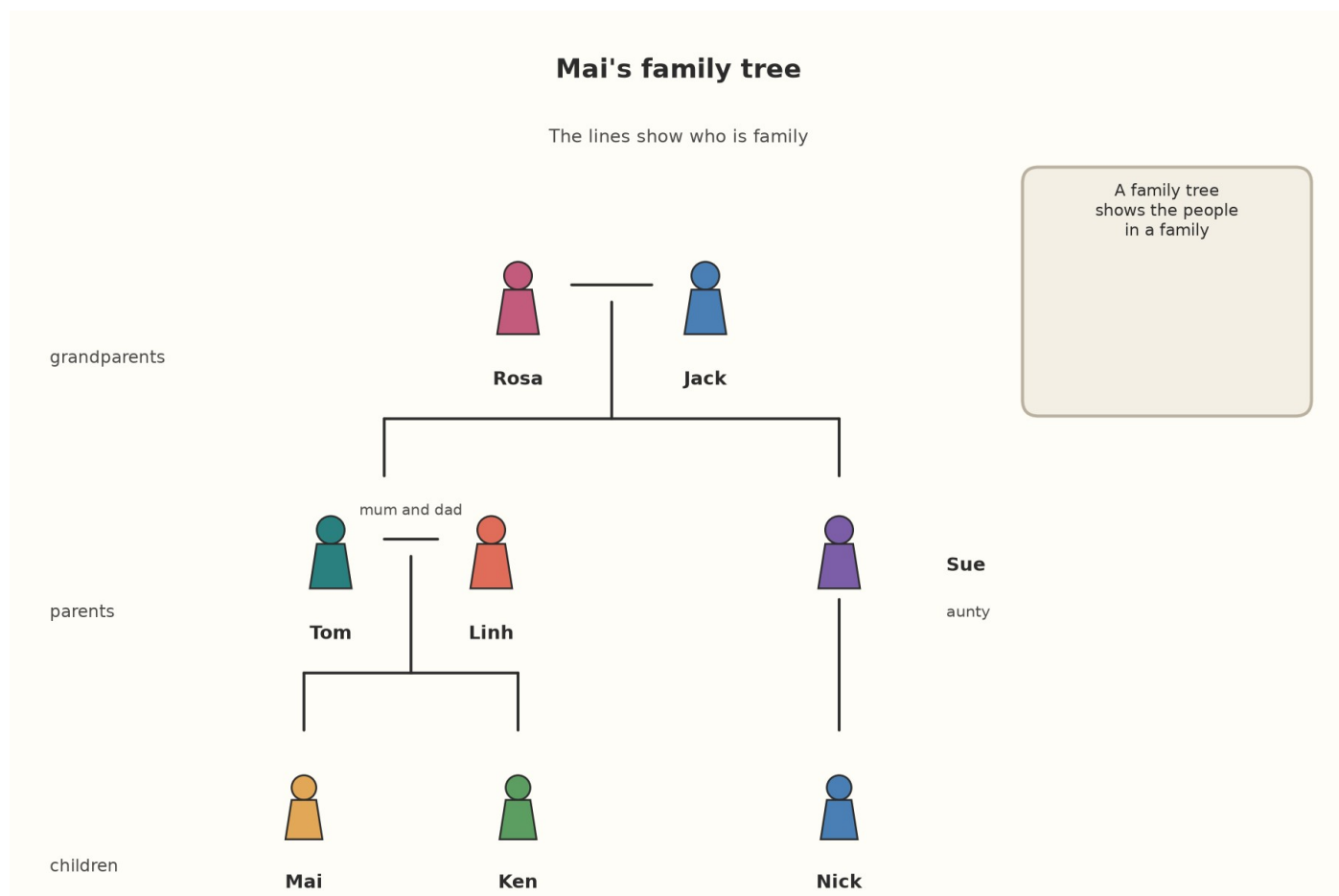
Every person in a family was born somewhere, and grew up somewhere. We can find out where.



Two rows of cards about where people were born and where they grow up. The first row is Mai. It says: I was born in Melbourne; I am growing up in Melbourne; I live in Melbourne now. The next row is Mai's mum, Linh. It says: Linh was born in Perth; she grew up in Perth; she lives in Melbourne now. Under the cards it says: some people are born and grow up in the same place, and some people move.

Mai was born in Melbourne, and she is growing up there. Mai's mum Linh was born in Perth, and she grew up there. Now they both live in Melbourne.

We can draw a family tree. The lines show who is family. (VC2HH2K01.E02)



Mai's family tree. At the top are Rosa and Jack, the grandparents. Next are Tom and Linh, the parents, and Sue, the aunty. At the bottom are the children: Mai, her brother Ken, and her cousin Nick. Lines join the family. A card says: a family tree shows the people in a family.

Rosa and Jack are Mai's grandparents. Tom and Linh are Mai's mum and dad. Tom's sister is Sue, so Sue is Mai's aunty. Ken is Mai's brother. Nick is Sue's child, so Nick is Mai's cousin.

We can make a map of the people we are close to, with pictures or photos. (VC2HH2K01.E03)



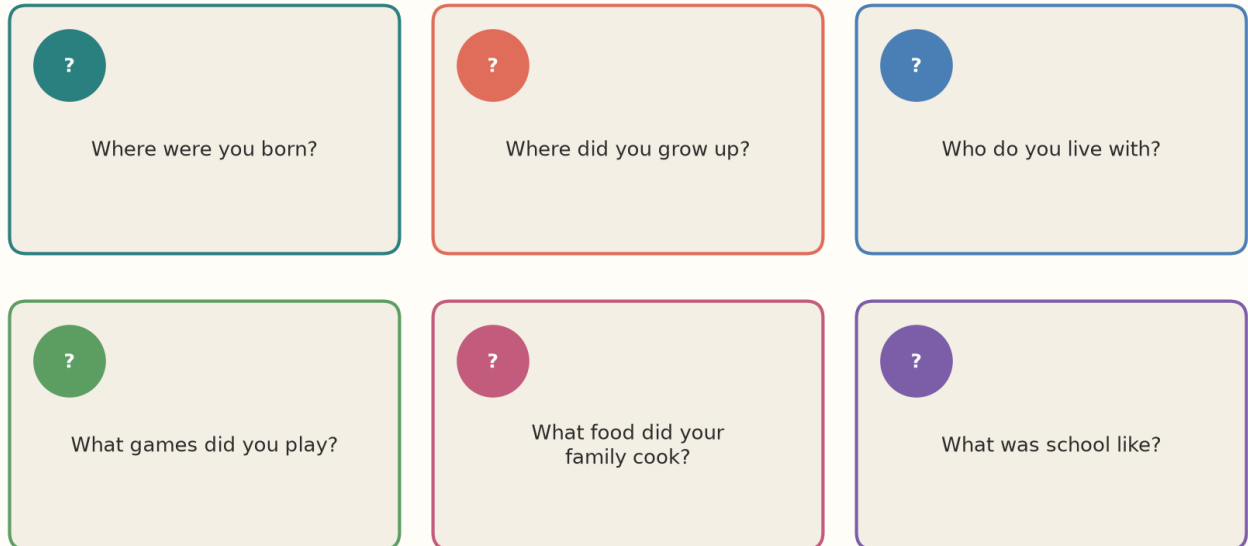
A map of the people close to Mai. Mai is in the middle. Lines go out to seven circles: Linh, my mum; Tom, my dad; Rosa, my grandmother; Nick, my cousin; Sue, my aunty; Ken, my brother; and Priya, my friend. Under the map it says: Mai made this map to show the people she is close to.

Mai is in the middle. The people she is close to are around her.

Ask and look

We find out about our family by asking, and by looking.

Questions to ask at home

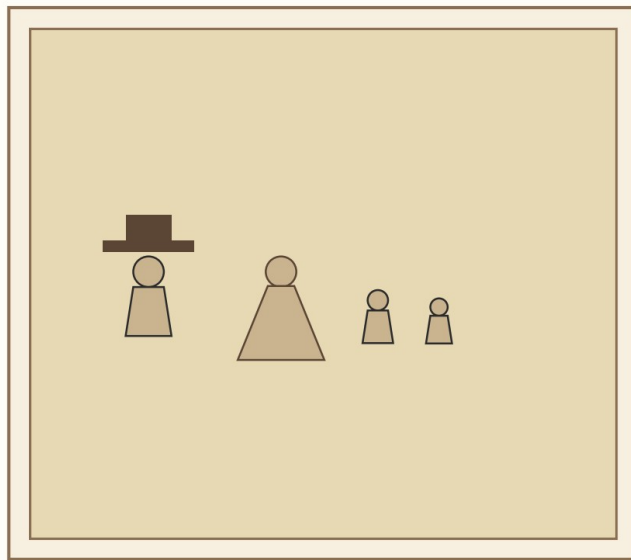


Six question cards to ask at home. They say: where were you born? Where did you grow up? Who do you live with? What games did you play? What food did your family cook? What was school like?

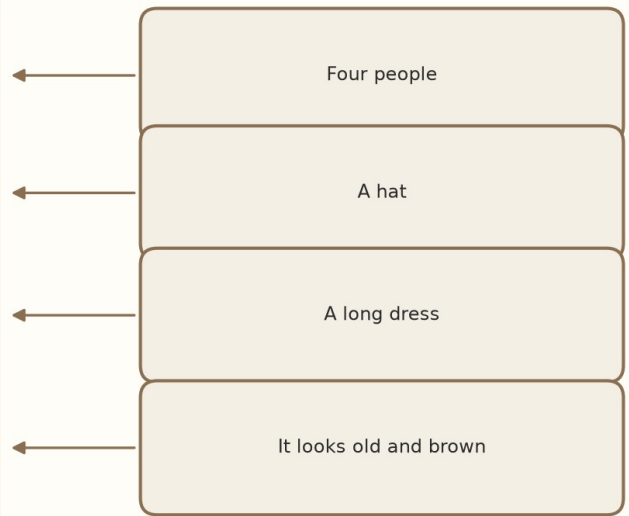
We can ask these questions at home. The teacher reads them. We listen to the answers.

Photos and old things from home are **sources**. A source is something we look at, to find out about the past. An old family photo can tell us about a family long ago.

What can an old family photo tell us?



This is a picture we made. It is not a real photo.



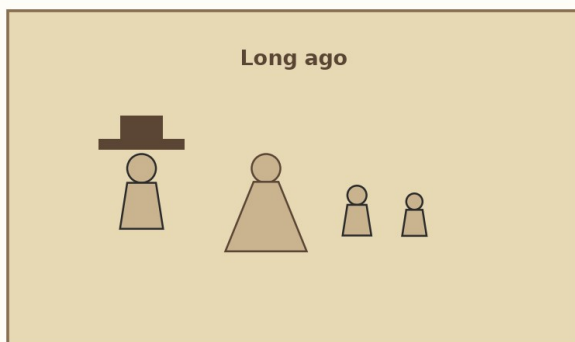
We can look at old photos and find out about families long ago.

An old family photo we made, with four clue cards. The photo shows four people: two grown-ups and two children. One grown-up wears a hat. One wears a long dress. The clue cards say: four people; a hat; a long dress; it looks old and brown. Under the photo it says: this is a picture we made, and it is not a real photo.

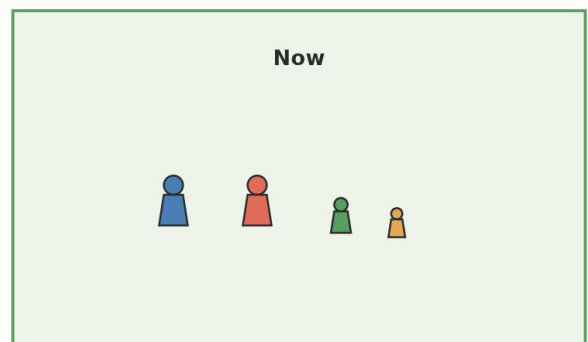
We can see four people, a hat and a long dress. The photo looks old and brown. That is what a source can tell us.

Families long ago and families now:

Families long ago and families now



People wore hats and long dresses.



People wear clothes like ours.

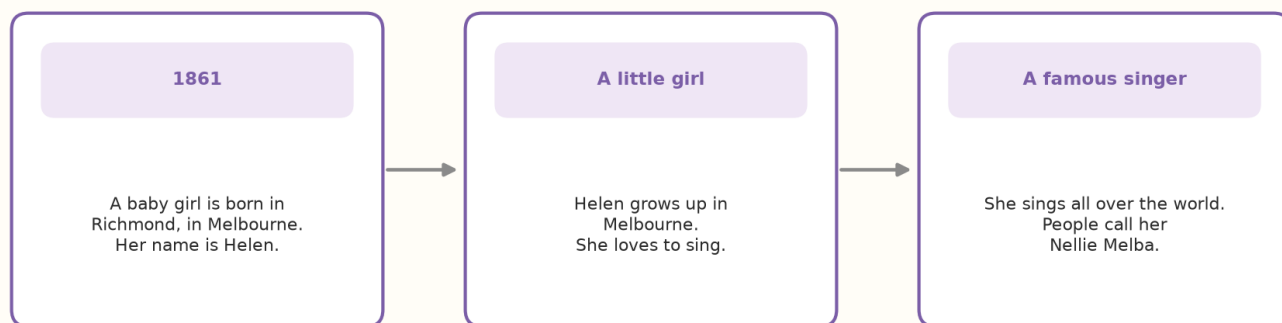
Two pictures side by side. The long-ago picture is brown. It shows two grown-ups and two children. One grown-up wears a hat. One wears a long dress. The now picture shows a family like ours. Under the pictures it says: long ago, people wore hats and long dresses, and now, people wear clothes like ours.

Long ago, people wore hats and long dresses. Now, people wear clothes like ours. Some things change. Some things stay the same.

A real story from long ago

This is a real family story.

A real family story from long ago: Nellie Melba



Three cards in order about Nellie Melba. The first card says: 1861, a baby girl is born in Richmond, in Melbourne, and her name is Helen. The next card says: a little girl, Helen grows up in Melbourne, and she loves to sing. The last card says: a famous singer, she sings all over the world, and people call her Nellie Melba.

Helen was born in 1861, in Richmond, in Melbourne. She grew up in Melbourne. She loved to sing. She grew up to sing all over the world. People called her Nellie Melba. “Melba” comes from Melbourne, her home town.

Source: Wikipedia, “Nellie Melba” — looked at on 24 August 2026.

Mai's family talk

Mai asked her grandmother the questions. She wrote the answers on a talk sheet.

Mai's family talk sheet	
My family talk	
Who did I talk to?	
	My grandmother, Rosa
Where was she born?	
	A small town near Ballarat
Where did she grow up?	
	Ballarat
Her story:	
	She walked to school with her sister. They sang songs on the way.



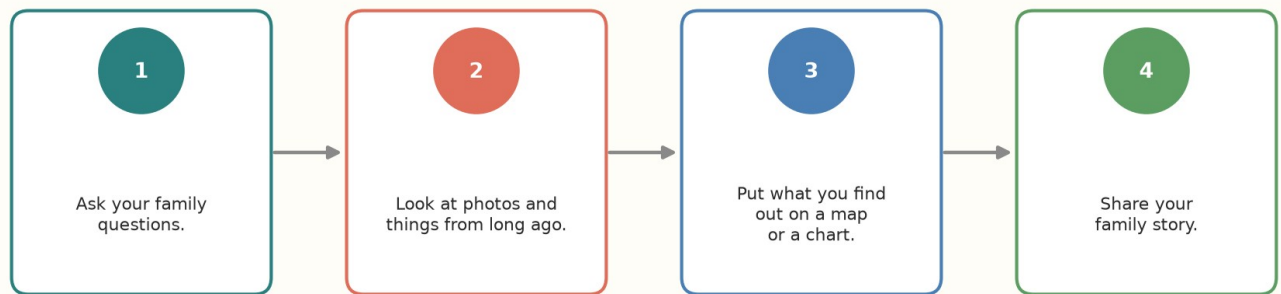
Mai
made this sheet

Mai's family talk sheet. It says: who did I talk to? My grandmother, Rosa. Where was she born? A small town near Ballarat. Where did she grow up? She grew up in Ballarat. Her story: she walked to school with her sister, and they sang songs on the way. Next to the sheet is Mai. It says: Mai made this sheet.

Rosa was born near Ballarat, and she grew up in Ballarat. Her story is about walking to school and singing songs. That is a family story.

How we find out

How we find out about our family



Four step cards in order. Step one: ask your family questions. Step two: look at photos and things from long ago. Step three: put what you find out on a map or a chart. Step four: share your family story.

We ask. We look at photos and things from long ago. We put what we find out on a map or a chart. We share our family story. That is how we find out about our family.

Skills we use here

In 1A we ask questions — 2A is all about questions. We look at sources — 2C is all about sources. We share our family story — 3D is about telling our story. Our cards will help in 2B too: there we put them in order.

We do it together

Do this with the teacher. Things to use: the pictures here, and family photos from home.

One — the family words

What we do	What we say
Look at the family words cards.	We see the family words.
A brother or a sister is a sibling.	Ken is Mai's sibling.
An aunty's or uncle's child is a cousin.	Nick is Mai's cousin.

∴ Ken is a sibling. Nick is a cousin.

Two — the family tree

Look at Mai's family tree.

What we do	What we say
Find Rosa and Jack.	They are the grandparents.
Find Tom and Linh.	They are Mai's mum and dad.
Find the aunty.	Tom's sister is Sue.
Find the children.	Mai, Ken and Nick.

∴ Rosa and Jack are grandparents. The aunty is Sue.

Three — born and grew up

What we do	What we say
Look at Mai's cards.	Mai was born in Melbourne.

Look at the cards for Mai's mum.

Her mum Linh was born in Perth.

Where do they live now?

They both live in Melbourne.

∴ Mai was born in Melbourne. Her mum was born in Perth.

Four — the map

What we do

What we say

Mai is in the middle.

The map is about Mai.

Find Priya.

Priya is Mai's friend.

Find Rosa.

Rosa is Mai's grandmother.

∴ The map shows the people close to Mai.

Have a go

The teacher reads all the words. We say it, draw it or do it. The teacher puts down what we say.

Q1. Who is in your family?

- Who do you live with? _____
- Who is family too? _____

Q2. Family words.

- A mum or a dad is a _____.
- A brother or a sister is a _____.
- Your mum's mum is your _____.

Q3. Look at Mai's family tree.

- Who are Mai's grandparents? _____
- Who is Mai's aunty? _____
- Who is Mai's cousin? _____

Q4. Look at the map of the people close to Mai.

- Who is Mai's mum? _____
- Who is Mai's dad? _____
- Who is Mai's friend? _____

Q5. Born and grew up.

- Where was Mai born? _____
- Where did Mai's mum grow up? _____
- Where do they live now? _____

Q6. Ask at home. Pick two questions from the cards. Ask your family. Say or write what they say. _____

Q7. Draw your family. Put a name under each person.

Q8. Make a map of the people you are close to. Put you in the middle. Draw lines to your people. Use photos or drawings.

Q9. Talk to a grown-up at home. Ask: where were you born? Where did you grow up? The teacher writes the answers.

Q10. Look at the old photo we made. Name three things you can see. _____

Q11. Look at the long-ago and now picture.

- a. Name one thing that is not the same. _____
- b. Name one thing that is the same. _____

Q12. Share your family story. Tell the class about one person in your family. Say where they were born, and where they grew up.

Answers

- Q1.** a. We say who we live with. b. We say who is family too.
- Q2.** a. parent b. sibling c. grandmother
- Q3.** a. Rosa and Jack. b. Mai's aunty is Sue. c. Nick.
- Q4.** a. Mai's mum is Linh. b. Tom. c. Priya.
- Q5.** a. Melbourne. b. Perth. c. Melbourne.
- Q6.** We ask two questions. We say or write the answers.
- Q7.** A name under each person.
- Q8.** You in the middle, and lines to your people.
- Q9.** We write where they were born, and where they grew up.
- Q10.** We name three things we can see.
- Q11.** a. The clothes are not the same. b. There are grown-ups and children in both.
- Q12.** We tell about one person. We say where they were born, and where they grew up.

How we work it out

- Q1.** a. I live with my mum and my dad. b. My grandmother is family too. Everyone's answers are their own.
- Q2.** a. A mum or a dad is a parent. b. A brother or a sister is a sibling. c. Your mum's mum is your grandmother.
- Q3.** a. Rosa and Jack are Mai's grandparents. b. Mai's aunty is Sue. c. Nick is Mai's cousin.
- Q4.** a. Mai's mum is Linh. b. Mai's dad is Tom. c. Priya is Mai's friend.
- Q5.** a. Mai was born in Melbourne. b. Mai's mum grew up in Perth. c. They live in Melbourne now.
- Q6.** Pick two questions. Ask your family. Say or write what they say.
- Q7.** Draw your family. Put a name under each person.
- Q8.** You in the middle. Lines to your mum, your dad, your people.
- Q9.** My nan was born in a small town. She grew up in the same town. Your answers will be your own.
- Q10.** I can see four people. I can see a hat. I can see a long dress.
- Q11.** a. Long ago, people wore hats and long dresses. Now they do not. b. There are grown-ups and children, then and now.
- Q12.** This is my grandmother. She was born near Ballarat. She grew up in Ballarat.

Families and their roles: what has changed, what has stayed the same

You belong to a family. Your family is one of a kind!

What this part teaches — this part of the book teaches one dot point of the Victorian Curriculum.

Owns: VC2HH2K02

The three dot points that go with it are **VC2HH2K02.E01**, **VC2HH2K02.E02** and **VC2HH2K02.E03**. They show one way to teach this dot point. They are not a list to follow step by step.

Teacher note: families come in many shapes, and every child's family is just right as it is. When an activity asks about home, let each student pick a person they know and trust — a parent, a grandparent, an aunty or uncle, a family friend, or another grown-up — so no child is left out. This part gives family material that the class uses again in part 3D (see the TOC, decision D4). The skills this part calls on are listed at the end of the Learn pages.

Learn

What is a family?

The word *family* can mean different things to different people. The Victorian Curriculum uses the word *family* in this dot point but does not give it one fixed meaning. So, in this book, a **family** is **the people who love each other, look after each other and belong together**.

Some children live with a mum and a dad. Some live with one mum or one dad. Some live with grandparents, or with foster parents. Some families are big. Some are small. All of these are families.

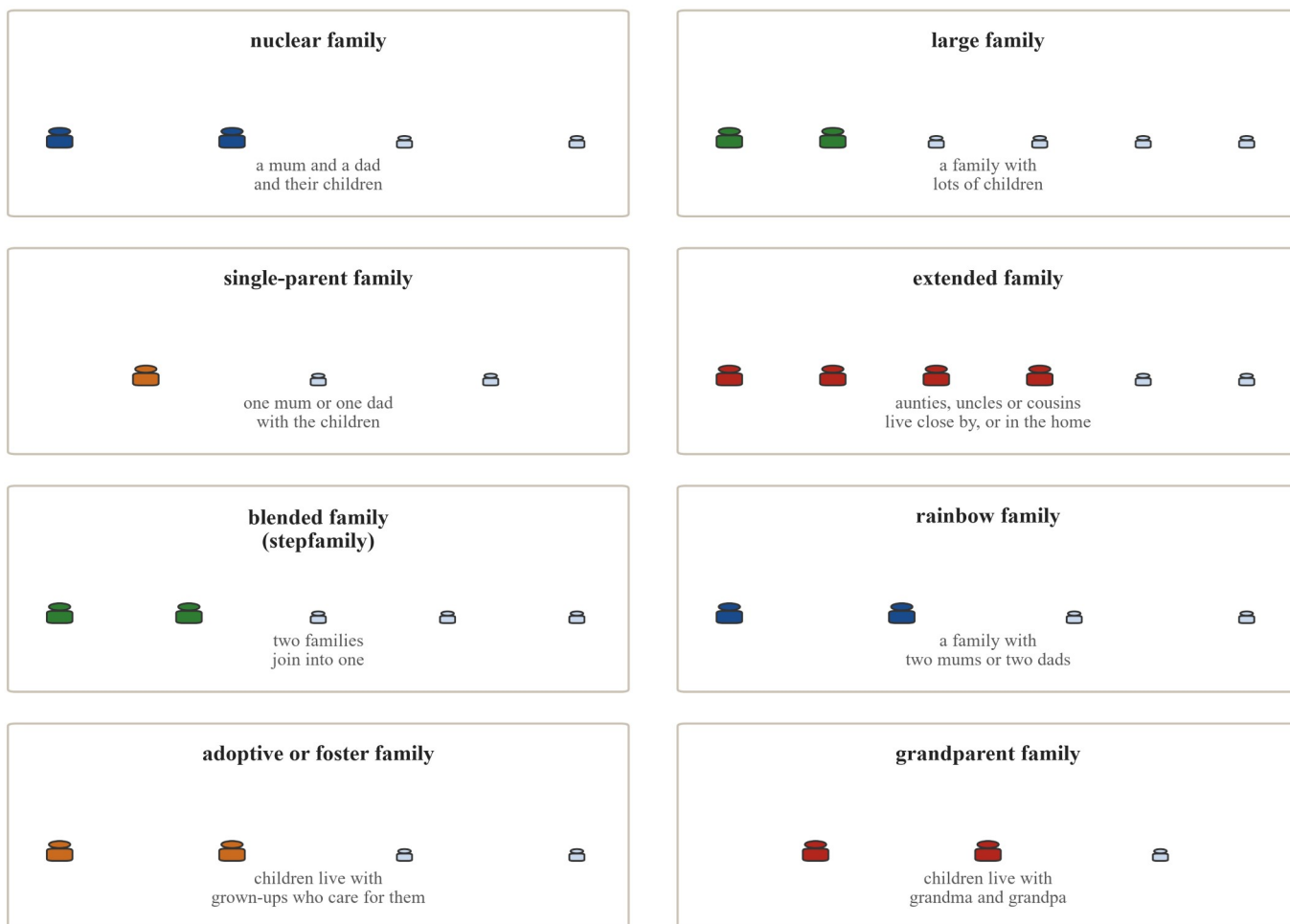
The shape of a family

The word *structure* means how a thing is made. A family's **structure** is **who is in the family**. We can also call it the shape of the family. Families come in many shapes:

- A **nuclear family** is a mum and a dad and their children.
- A **large family** is a family with lots of children.
- A **single-parent family** is one mum or one dad with the children.
- An **extended family** has aunts, uncles or cousins who live close by, or in the home.
- A **blended family** (or **stepfamily**) is two families that join into one. A child may get a step-mum or a step-dad.
- A **rainbow family** is a family with two mums or two dads.
- An **adoptive family** or a **foster family** is a family where children live with grown-ups who care for them.

- A **grandparent family** is where children live with grandma and grandpa.

Families come in many shapes



Eight cards, one for each family shape taught in this part: nuclear family, large family, single-parent family, extended family, blended family, rainbow family, adoptive or foster family, and grandparent family. Each card shows the people in that family and a short note.

Every family is different. No two families are just the same. That is all right!

Same and different

We can look at two families and sort out two things:

- **What is the same?** For example: both families have children. Both have grown-ups who love them.
- **What is different?** For example: one family has one grown-up. The other has two.

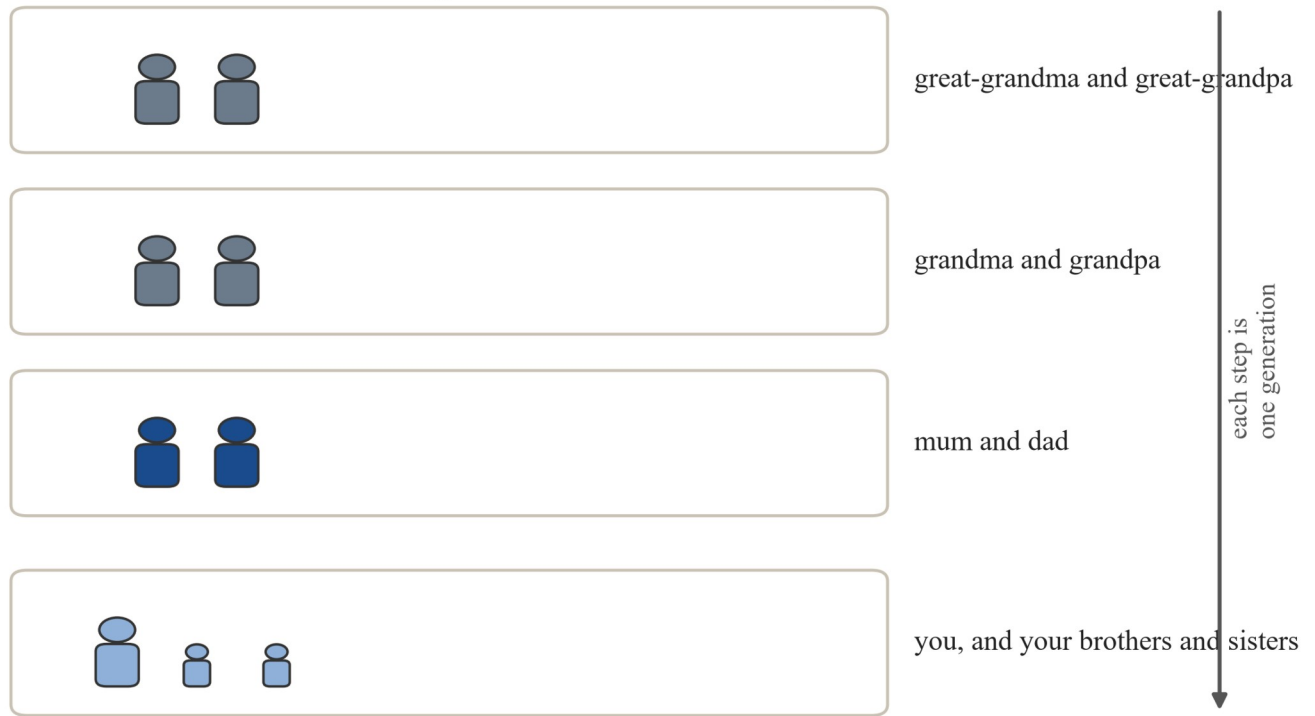
Looking for what is the same and what is different is how we sort families. You will try this in Worked example 1.

Families long ago and families now

Long ago means a very long time before now. Your great-great-grandparents lived long ago — more than one hundred years ago.

A **generation** is all the people born around the same time. In a family, each step is a new generation: you, then mum and dad, then grandma and grandpa, then great-grandma and great-grandpa.

Four generations of one family



Four rows of people showing four generations of one family, from great-grandma and great-grandpa at the top down to you and your brothers and sisters at the bottom. A note says each step is one generation.

A real family from long ago

Long ago, a real family lived in Victoria. Their name was Kelly.

In 1859, John Kelly built a small house for his family at Beveridge, near Melbourne. John and his wife Ellen had eight babies. Seven of them grew up. That was a big family! Nine people lived in the small house: a mum, a dad and seven children. That house is still there today.

Then, the children's dad was gone. Ellen looked after the family on her own. The Kelly family was now a **single-parent family** — like some families today.

Source: about the Kelly family, see “Ned Kelly” and “Ellen Kelly” on Wikipedia. Found on 24 August 2026.

Long ago, many families had lots of children — five, six, seven or more! Today, many families have one, two or three children. Over time, families got smaller.

A group called the Australian Bureau of Statistics (ABS) counts the people in Australia. In 2021, the ABS counted the people in every home. Many homes had just two or three people.

How many people live in a home?

Mia's family
today



Leo's family
today



the Kelly family,
long ago



many homes in Australia
in 2021 (ABS)



Source: Australian Bureau of Statistics, 2021 Census QuickStats. Found on 24 August 2026.

A picture showing four rows of little people, where each little person stands for one person in a home. The rows are Mia's family today with four people, Leo's family today with six people, the Kelly family long ago with nine people, and many homes in Australia in 2021 with two or three people.

Source: Australian Bureau of Statistics, 2021 Census QuickStats. Found on 24 August 2026.

Roles in families

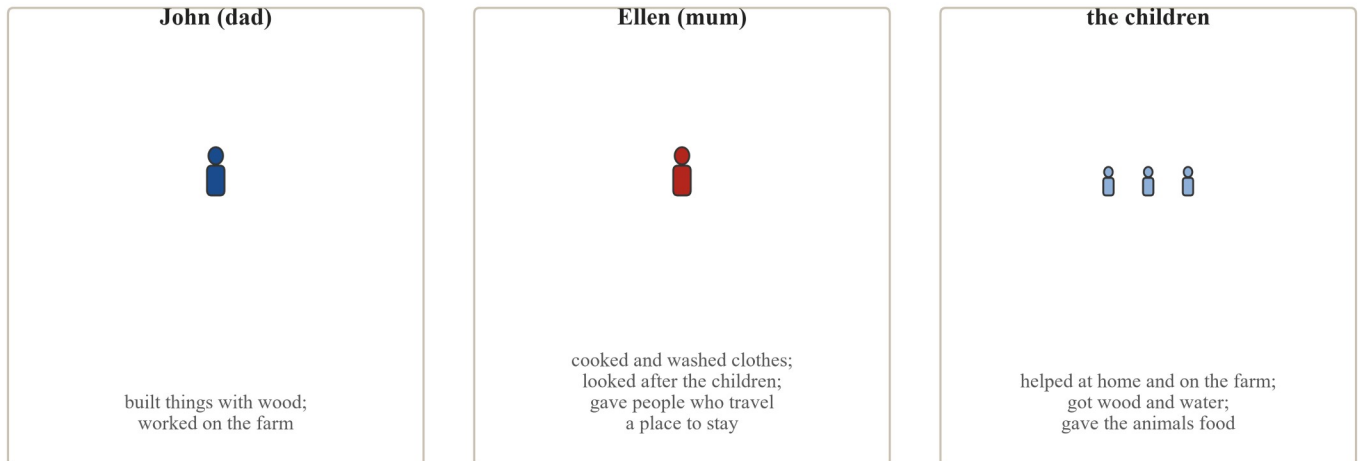
A **role** is **the job someone has in the family**. Everyone in a family has roles.

Roles long ago. In many families long ago, dads worked for money outside the home. Many mums did the work of the home: they cooked, washed the clothes and looked after the children.

On farms, all the family worked. Children had big roles too. They got wood and water. They gave the animals food. They helped at home and on the farm.

In the Kelly family, John built things with wood and worked on the farm. Ellen cooked, washed the clothes and looked after the children. She gave people who travel a place to stay. The children helped at home and on the farm.

Roles long ago: the Kelly family

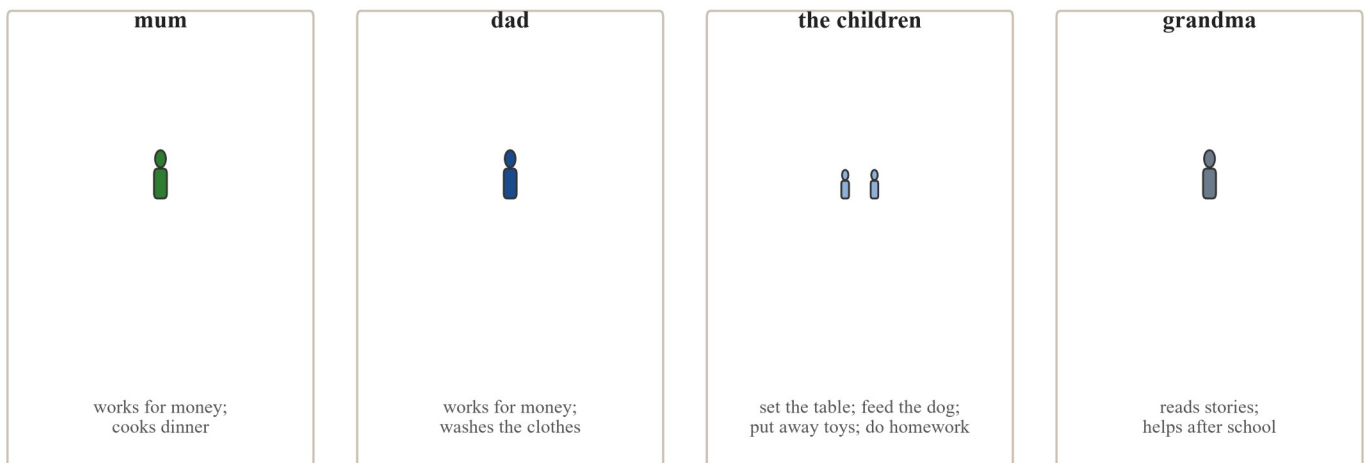


Three cards about the Kelly family long ago. John the dad built things with wood and worked on the farm. Ellen the mum cooked and washed clothes, looked after the children, and gave people who travel a place to stay. The children helped at home and on the farm, got wood and water, and gave the animals food.

Roles today. Today, often both mums and dads work for money. Both help with the work of the home too.

Children still help. They set the table. They feed the dog. They put away toys. They do homework. Grandparents help too: grandma may read stories or help after school.

Roles today: one family's jobs



Four cards about one family today. Mum works for money and cooks dinner. Dad works for money and washes the clothes. The children set the table, feed the dog, put away toys and do homework. Grandma reads stories and helps after school.

What changed?

- In many families long ago, only the dad worked for money. Today, mums work for money too.
- Long ago, children had big jobs at home. Today, children go to school, and they help in small ways.

What stayed the same?

- Parents love their children and look after them.

- Children help their family.
- Families eat together, play together and tell stories.
- Families look after each other — long ago and today.

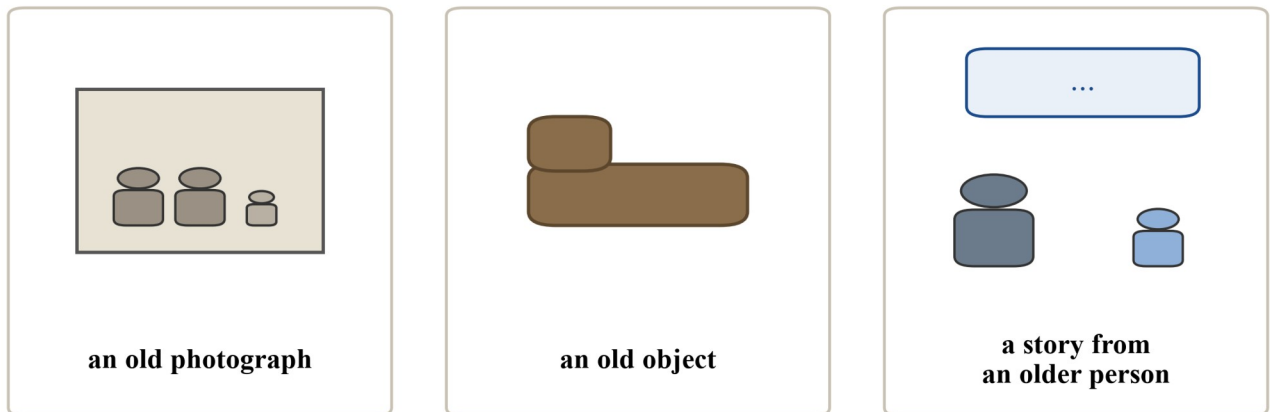
How do we know about families long ago?

We know because of **sources**. A **source** is **something that helps us know about the past**.

Sources about families are:

- **old photos** — they show us what families looked like;
- **old things** — toys, cups, dresses and other things families used;
- **stories** — you ask an older person, and they tell you.

Sources that tell us about families long ago



A source is something that helps us know about the past.

Three cards showing sources about families long ago: an old photograph, an old object, and a story from an older person. A note underneath says a source is something that helps us know about the past.

Good questions help when you ask an older person.

Questions we can ask an older person

? How many people were in your family when you were little?	? What jobs did the children do?
? What games did you play?	? What was your home like?

Four question cards to ask an older person: how many people were in your family when you were little, what jobs did the children do, what games did you play, and what was your home like.

You will learn more about sources in part 2C.

Words to know

Word	What it means in this book
family	the people who love each other, look after each other and belong together
structure	how a thing is made; a family's structure is who is in it
generation	all the people born around the same time
role	the job someone has in the family
source	something that helps us know about the past

Skills used in this part

This part calls on skills you also learn in other parts of this book:

- **Ask questions** about the past (part 2A, VC2HH2S01): “What jobs did the children do?”
- **Put things in order** (part 2B, VC2HH2S02): what happened first, what happened next.
- **Use sources**, such as old photos and stories (part 2C, VC2HH2S03).
- **Find what changed and what stayed the same** (part 3A, VC2HH2S05).
- **Tell what we find out** in a few sentences (part 3D, VC2HH2S08).

The questions and activities below ask you to use these skills.

Worked examples

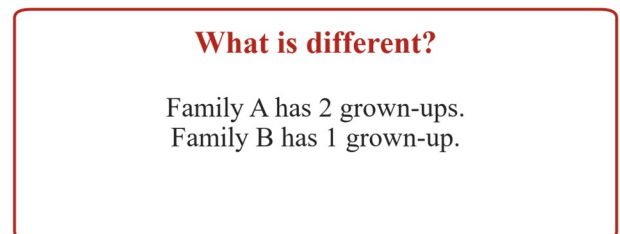
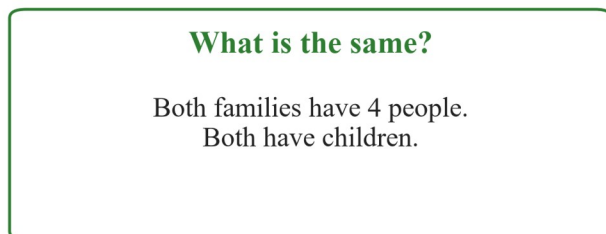
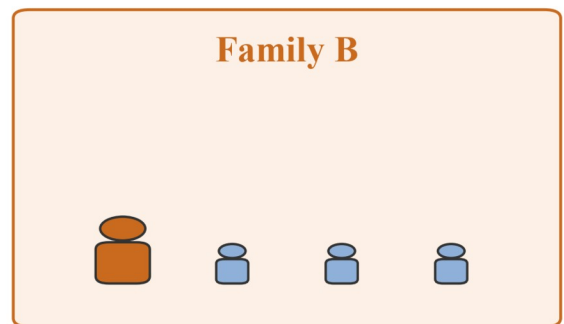
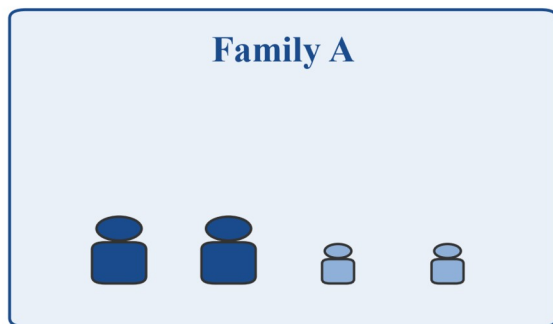
Worked example 1 — same or different? (guided)

Look at Family A and Family B. Family A has two grown-ups and two children. Family B has one grown-up and three children. What is the same? What is different?

Question	Model answer
How many people are in each family?	Family A has four people. Family B has four people too.
What is the same?	Both families have four people. Both families have children.
What is different?	Family A has two grown-ups. Family B has one grown-up.

Now say it in one full sentence:

Family A and Family B both have four people. Family A has two grown-ups, and Family B has one grown-up.



Two family cards side by side. Family A has two grown-ups and two children. Family B has one grown-up and three children. Under the cards, one box says what is the same and one box says what is different.

Worked example 2 — sort the jobs (guided)

Sort each job card into **Long ago**, **Today** or **Both**. Say why.

Job card	Long ago, today or both?	Why?
The children got wood for the fire.	Long ago	Long ago, most homes cooked on a fire, so children got wood every day.
Mum and Dad both work for money.	Today	Long ago, in many families, only the dad worked for money.
The children help set the table.	Both	Children helped long ago, and they help today. Helping stayed the same!

Some cards fit in only one place. Some cards fit in both! When a card fits both, it tells us about something that **stayed the same**.

Worked example 3 — ask and answer from a source (model text)

Leo asked his Grandma Rosa about her family when she was little. Her answers are his source. Then Leo wrote this:

My family, long ago and now

I asked Grandma Rosa about her family. When she was little, six people lived in her home: her mum, her dad, her two sisters, her brother and her. Grandma helped wash the clothes. Her brother got the wood.

Today, four people live in my home: my mum, my dad, my sister and me. We all help. Some things changed. Families still help each other.

Why is this a good answer?

- It uses the words **long ago** and **today**.
- It says what **changed** (how many people live in the home; the jobs) and what **stayed the same** (the family helps each other).
- It uses a source: what Grandma Rosa said.

Model: one way to tell it

My family, long ago and now

I asked Grandma Rosa about her family. When she was little, six people lived in her home: her mum, her dad, her two sisters, her brother and her. Grandma helped wash the clothes. Her brother got the wood.

Today, four people live in my home: my mum, my dad, my sister and me. We all help. Some things changed. Families still help each other.

A model text called My family, long ago and now. It tells about a family long ago with six people and a family today with four people, and says that families still help each other.

Questions and activities

Guided

Q1. Look at the picture of the family shapes. Match each family to its name: *large family*, *grandparent family*, *rainbow family*.

- (a) two grown-ups and four children — _____
- (b) grandma, grandpa and one child — _____
- (c) two mums and two children — _____

Q2. Family C has one dad and one child. Family D has two dads and one child. Write one thing that is the same and one thing that is different.

Q3. Put these in order, from first to last: *I started school.* · *I was a baby.* · *I am in Year 2.* · *I started to walk.*

Q4. Read the story of the Kelly family again.

- (a) How many babies did John and Ellen Kelly have? _____
- (b) How many people lived in the small house at Beveridge? _____
- (c) Write one job the Kelly children did. _____

On your own

Q5. Draw your family. Write the names of the people in your family, or tell your teacher who they are. Every family is different — draw yours!

Q6. How many people live in your home? Tell your teacher. Your teacher will put everyone's number on a big class chart. Then look at the chart together: does your class look like the ABS picture, where many homes have two or three people?

Q7. With a grown-up, find an old photo or an old thing at home. Draw it. Write: What is it? Who is it from?

Q8. Write two questions you would like to ask an older person about when they were little. Use the question cards to help you.

Q9. Put a tick next to the things that stay the same — long ago **and** today:

- ☐ Parents love their children.
- ☐ Children work in shops all day.
- ☐ Families eat together.
- ☐ Families help each other.
- ☐ Children wash clothes by hand all day.

Q10. Tell it! Write four sentences:

- (a) one about a family long ago;
- (b) one about families today;
- (c) one thing that changed;
- (d) one thing that stayed the same.

Use Leo's model text to help you.

Answers

Answers can be different and still be right. These are model answers.

Q1. (a) large family. (b) grandparent family. (c) rainbow family.

Q2. Same: both families have one child. Different: Family C has one grown-up, and Family D has two grown-ups.

Q3. 1 I was a baby. 2 I started to walk. 3 I started school. 4 I am in Year 2.

Q4. (a) Eight babies. (b) Nine people. (c) They helped at home and on the farm. (Or: They got wood and water. Or: They gave the animals food.)

Q5. Answers will be different. A good answer shows the people who love you and look after you. Every family is just right as it is.

Q6. Answers will be different. Many homes in Australia have two or three people.

Q7. Answers will be different. A good answer says what the old photo or thing is, and who it is from. An old photo or an old thing is a source.

Q8. Answers will be different. Good questions ask about the past. Example: *What games did you play?* and *What was your home like?*

Q9. Ticks go next to: Parents love their children. Families eat together. Families help each other.

Q10. Answers will be different. See the worked answers for one good way to answer.

Worked answers

Q1. Look at each family. Two grown-ups and four children is a family with lots of children, so it is a **large family**. Grandma and grandpa with one child is a **grandparent family**. Two mums and two children is a **rainbow family**.

Q2. Look at each family and count. Family C has one dad and one child. Family D has two dads and one child. What is the same? Both families have one child, and both families have a dad. What is different? Family C has one grown-up, and Family D has two grown-ups.

Q3. Think about your own life. First, you were a baby. Then you started to walk. Then you started school. Now you are in Year 2. So the order is: *I was a baby.* · *I started to walk.* · *I started school.* · *I am in Year 2.*

Q4. We can find this in the story of the Kelly family. (a) John and Ellen Kelly had eight babies. (b) Nine people lived in the small house: a mum, a dad and seven children. (c) The Kelly children helped at home and on the farm — for example, they got wood and water, and they gave the animals food.

Q5. Answers will be different. A good answer shows the people who love you and look after you. Families come in many shapes, and every family is just right as it is.

Q6. Your number goes on the class chart. Look at the chart together. In 2021, the ABS counted the people in every home in Australia, and many homes had two or three people. Does your class look the same?

Q7. Answers will be different. A good answer names the old photo or thing and tells who it is from. An old photo or an old thing is a **source** — it helps us know about the past.

Q8. Good questions start with Who, What, Where, When, Why or How, and they ask about the past. Example: *What jobs did the children do?* and *What games did you play?*

Q9. Things that stay the same: parents love their children; families eat together; families help each other. Children do not work in shops all day today — they go to school. And today, most families do not wash clothes by hand all day.

Q10. One good answer: *Long ago, Grandma Rosa's family had six people in their home. Today, my family has four people. Over time, families got smaller. But families still help each other. That stayed the same.*

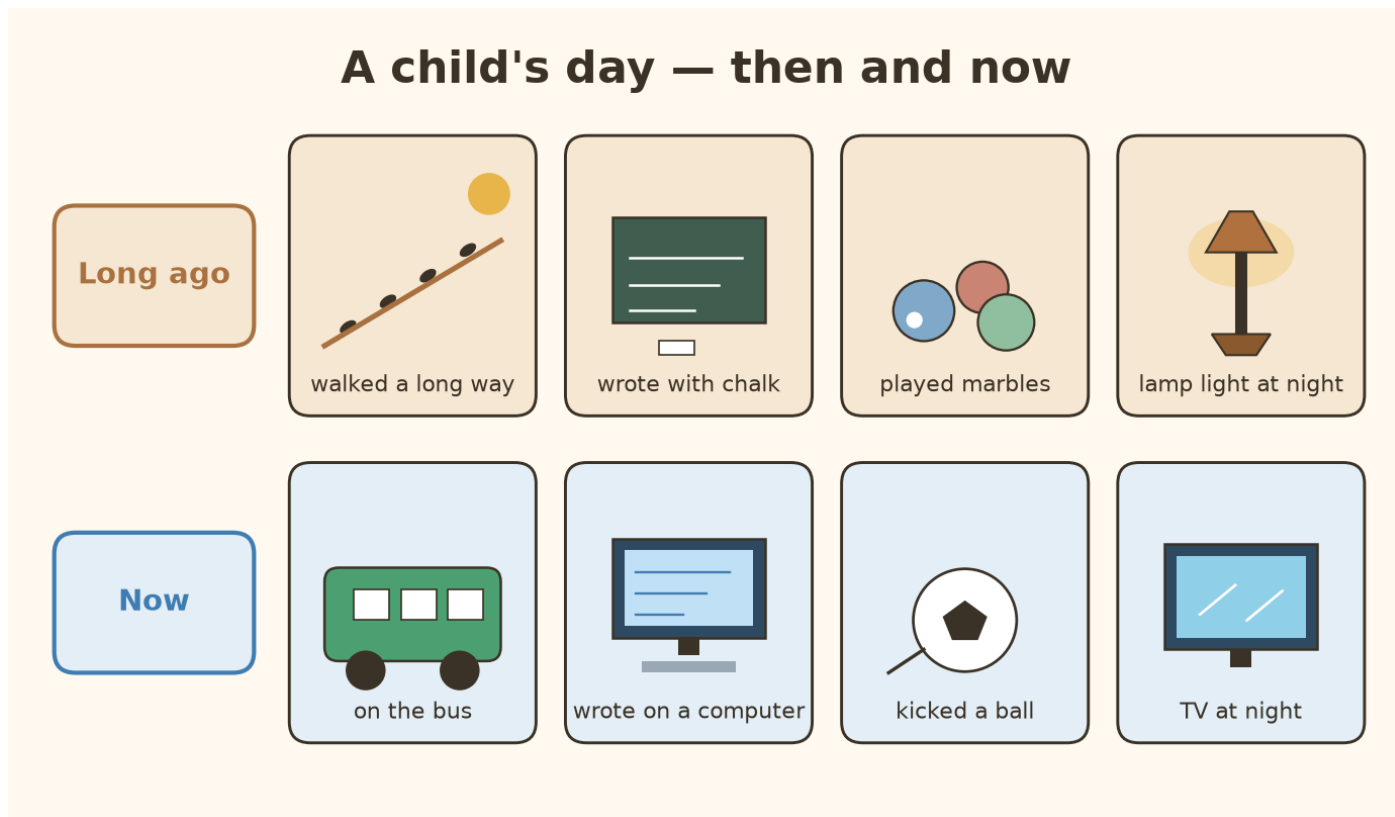
Owns: VC2HH2K02 **Draws on:** VC2HH2K02.E01, .E02, .E03

Daily life: then and now

Every day, you do lots of things. You get up. You eat. You go to school. You play. You sleep.

A long time ago, children did these same kinds of things. But some things were not the same!

Here, we find out what has changed and what has stayed the same in daily life.



Two rows of pictures. Top row, long ago: a child walked a long way, wrote with chalk, played marbles, and used a lamp at night. Bottom row, now: a child on the bus, wrote on a computer, kicked a ball, and watched TV at night.

Picture 1: A child's day — then and now.

Words to know

- **The past** is the time before now. It is the time when your grandma and grandpa were kids, and the time before that too.
- **Now** is today.
- If a thing is not the same as before, it has **changed**.
- If a thing is the same as before, it has **stayed the same**.

Find out

What is a source?

How do we find out about the past? We were not there! We use **sources**. A **source** is something that helps us find out about the past.

What is a source?

Sources help us find out about the past. Here are three kinds.



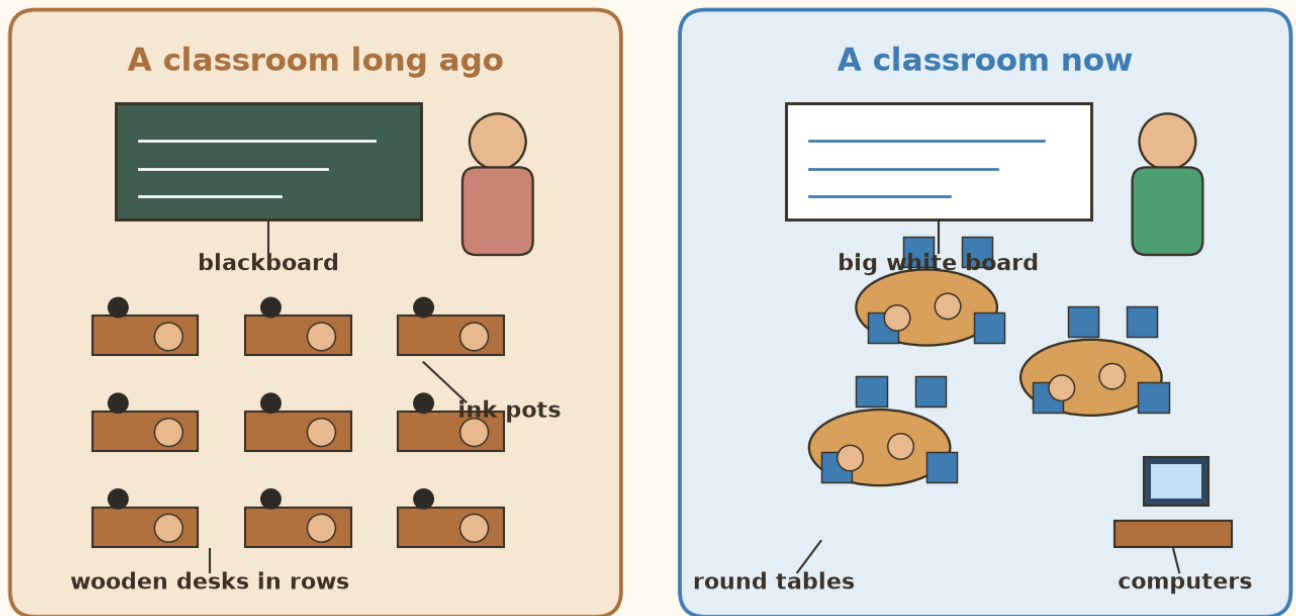
A source is something that helps us find out about the past.

A picture with three parts. One part shows an old photo. One part shows an old toy, a wooden top, and a marble. One part shows a person telling a story, with a speech bubble.

Picture 2: Three kinds of sources — old photos, old things, and stories people tell.

Old photos are sources. Old things are sources. The stories people tell are sources too. Sources give us **evidence**. Evidence is anything that shows us what things were like before.

School — then and now



Two classroom pictures side by side. The left picture shows a classroom long ago, with a blackboard, a teacher, and wooden desks in rows with small ink pots. The right picture shows a classroom now, with a big white board, round tables, chairs and a computer.

Picture 3: A classroom long ago, and a classroom now.

Long ago, school was different in some ways. Children sat at wooden desks in rows. They wrote with chalk on a blackboard. Little pots of ink sat on the desks. Schools had rules then, and schools have rules now.

Now, many rooms have round tables, big white boards and computers.

Some things are the same. Children still learn to read, write and count. And there is still time to play!

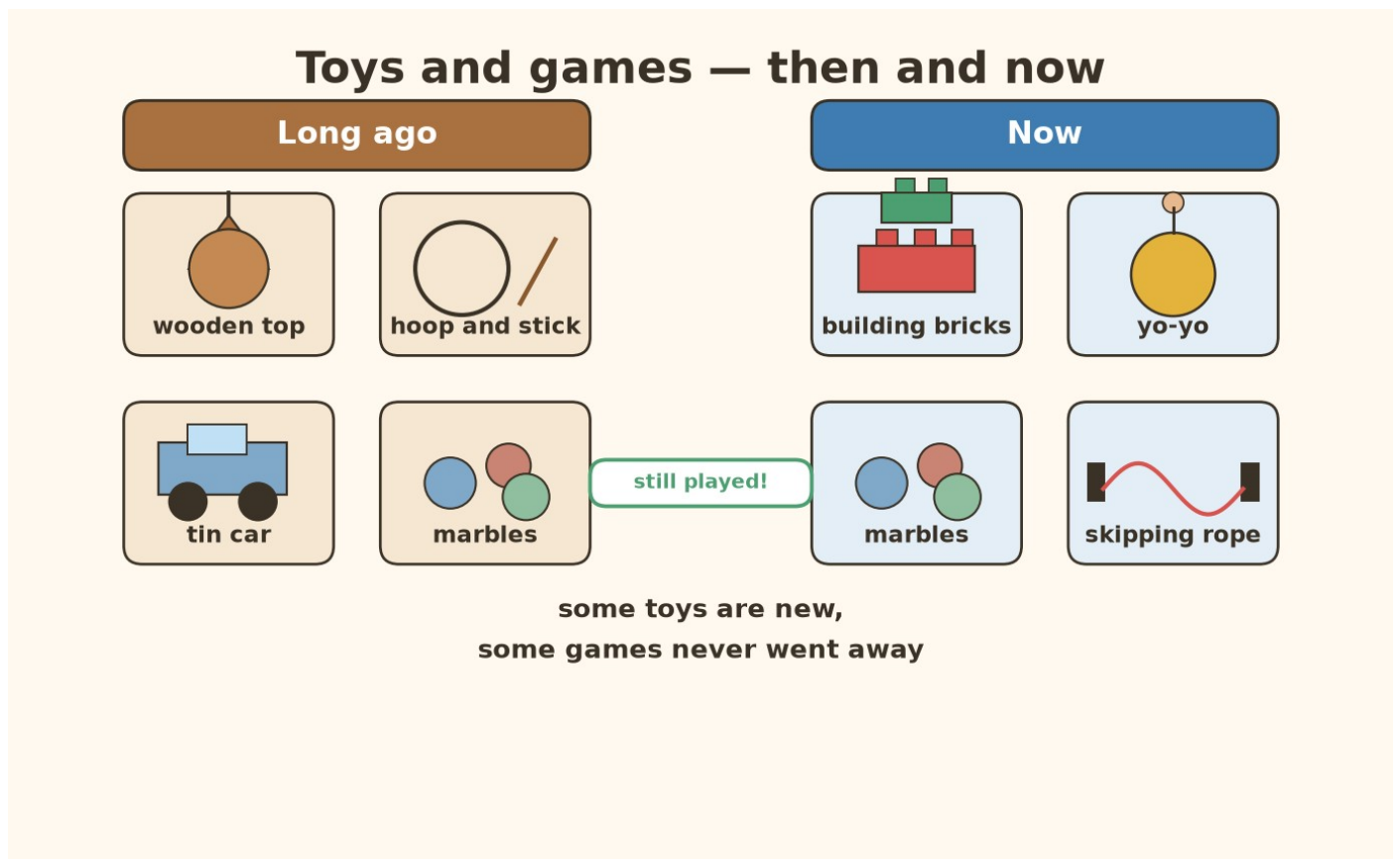
Some children could not go to school

Long ago, some children had to work to help their families. They could not go to school every day. That has changed. Now, in Australia, all children go to school.

School far, far away

Some children live very far from a school. In Australia there is a school called the School of the Air. Its first radio class started on 8 June 1951, far away at Alice Springs. A woman named Miethke helped start it. The children learned by radio, not in a room!

(Source: Wikipedia, 'School of the Air', looked at on 24 August 2026.)



Two groups of toy cards. The long ago group shows a wooden top, a hoop and stick, a tin car and marbles. The now group shows building bricks, a yo-yo, marbles and a skipping rope. A small card between the two marble cards says “still played!”.

Picture 4: Toys and games — then and now.

Long ago, children played with wooden tops. They rolled a hoop with a stick. They played marbles, and tin cars went rat-a-tat.

Some toys are new. A man named Ole Kirk Christiansen started making wooden toys in 1932, in a small town called Billund in Denmark. In 1949, his toy shop started making the bricks we build with today.

(Source: Wikipedia, ‘Lego’, looked at on 24 August 2026.)

A woman named Elizabeth Magie made a board game in 1904. Her game grew into a game many families still play today.

(Source: Wikipedia, ‘Elizabeth Magie’, looked at on 24 August 2026.)

And some games never went away. Kids still play hopscotch, skipping and marbles!

What do you think?

Some people say old games are the most fun. You play outside with friends, and all you need is a ball or a rope.

Other people say new toys are the most fun. New toys can do more things, and you can play with people who are far away.

Both sides have good things to say. What do you think? Say why.

Changed or the same?

Everyday thing	Long ago	Now	Changed or same?
Writing at school	chalk and blackboard	pens and computers	changed
Washing clothes	washed by hand	washing machine	changed
Buying food	walked to small shops	big shops, by car	changed
Games at playtime	hopscotch and skipping	hopscotch and skipping	the same!

Some things changed. Some things stayed the same.

That is how we find out about the past.

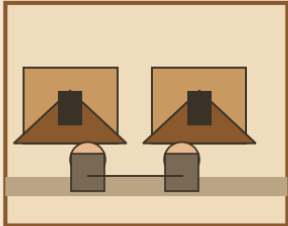
A table with four rows. Row one: writing at school, chalk and blackboard long ago, pens and computers now, changed. Row two: washing clothes, washed by hand long ago, washing machine now, changed. Row three: buying food, walked to small shops long ago, big shops by car now, changed. Row four: games at play time, hopscotch and skipping long ago, hopscotch and skipping now, the same.

Picture 5: Changed or the same?

Thing	Long ago	Now	Changed or the same?
Writing at school	chalk and blackboard	pens and computers	changed
Washing clothes	washed by hand	washing machine	changed
Buying food	walked to small shops	big shops, by car	changed
Games at play time	hopscotch and skipping	hopscotch and skipping	the same!

Some families always do the same things together — like a big lunch on Sunday, or a story before bed. Those things stay the same.

A photo and a story can tell us about the past



A photo from long ago



Grandma tells us a story

When I was little, we played marbles in the street. We walked to school. We had no TV. We sang our songs.

THEN, in Grandma's story

- played marbles in the street
- walked to school - no TV

NOW, for you

What is the same for you?

What is different for you?

The photo and the story are sources. They help us find out.

On the left, an old photo shows a street with two houses and two children with a skipping rope. On the right, a grandma with white hair tells a story in a speech bubble: "When I was little, we played marbles in the street. We walked to school. We had no TV. We sang our songs." Below are two boxes. The then box says: played marbles in the street, walked to school, no TV. The now box says: what is the same for you? What is different for you?

Picture 6: A photo and a story can tell us about the past.

The photo and the story are sources. They help us find out. We can ask: what has changed? What has stayed the same?

Let's try one together

Let's use Grandma's story in Picture 6.

What we do	Why it helps
Look at the old photo.	The photo is a source. It shows us the past.
What can we see? Two kids with a rope, in the street.	We use what the source shows us.
Read what Grandma says. She played marbles and walked to school.	Her story is a source too.
Ask: is it the same for you? You might play marbles too! You might go by bus.	That is how we find what changed and what stayed the same.
Now you can see it: marbles stayed the same, and the trip to school changed.	

Your turn

Q1. Look at Picture 1. (a) Name one thing that is the same, then and now. (b) Name one thing that changed.

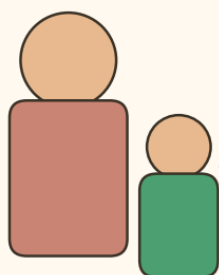
Q2. Look at Picture 2. What are the three kinds of sources?

Q3. Look at Picture 3. (a) Write one thing you can see in the old room. (b) Write one thing you can see in your room at school.

Q4. Ask a grown-up one question from the list below. Write or draw the answer.

Questions to ask a grown-up

Ask a mum, dad, grandma, grandpa or another adult. Listen well!



1. What games did you play when you were little?
2. What was in your school bag?
3. What did you do after school?
4. What toy did you like the most?

Write or draw one answer here: _____

The answers are sources. They help us find out about the past.

A child and a grown-up. A big speech bubble lists four questions to ask: What games did you play when you were little? What was in your school bag? What did you do after school? What toy did you like the most? A line says: write or draw one answer here.

Picture 7: Questions to ask a grown-up.

Q5. Look at Picture 4. (a) Which game do kids still play now? (b) Name one toy that is new.

Q6. Look at Picture 5. Pick two rows. For each one, say: changed, or the same?

Q7. Sort the cards in Picture 8 into the three boxes. Some cards can go in two boxes.

Sort the cards!

Is each card from long ago, from now, or both?

1

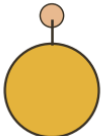
blackboard

2

computer

3

wooden top

4

yo-yo

5

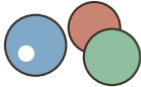
candle

6

phone

7

skipping rope

8

marbles

From long ago

From now

Both!

Some cards can go in two places. Talk about it!

Eight numbered cards. Card 1: a blackboard with chalk. Card 2: a computer. Card 3: a wooden top. Card 4: a yo-yo. Card 5: a candle. Card 6: a phone. Card 7: a skipping rope. Card 8: marbles. Below are three boxes: from long ago, from now, and both.

Picture 8: Sort the cards!

Q8. Some people say old games are the most fun. Other people say new toys are the most fun. Say why for each side. Then say what you think, and why.

Q9. Ask a grown-up about a game they played when they were little. Write or draw: one thing that is the same for you, and one thing that is different.

Q10. Draw your day. Then draw one thing that would be different if you lived long ago.

Ideas for your answers

Q1. (a) Playing games is the same — kids played then, and kids play now. (b) Writing changed: chalk on a blackboard then, pens and computers now.

Q2. Old photos, old things, and the stories people tell.

Q3. (a) In the old room we can see a blackboard, wooden desks in rows and ink pots. (b) In our room we can see our own things — maybe computers, round tables or a big white board.

Q4. Your answer is your own. It is a source about the past!

Q5. (a) Marbles — kids still play marbles now. (b) The building bricks are new: they started in 1949.

Q6. Washing clothes changed (by hand then, machine now). Games at play time stayed the same (hopscotch and skipping, then and now).

Q7. From long ago: the blackboard, the wooden top, the candle. From now: the computer, the phone. Both: the yo-yo, the skipping rope, the marbles. (The yo-yo is old too — but kids still play with it, so “both” fits!)

Q8. Old games: you get to play outside with friends, and all you need is a ball or a rope. New toys: they can do more things, and you can play with people far away. Your own idea is your own — both sides have good points!

Q9. Your answer is your own. Maybe Grandma skipped rope, and you skip rope too — the same! Maybe she walked, and you go by car — different!

Q10. Your pictures are your own. Maybe you drew a lamp for night time in the old days, and lights for now.

Skills we use

- Asking questions about the past (Part 2A)
 - Using sources (Part 2C)
 - Finding what changed and what stayed the same (Part 3A)
-

For teachers (not student-facing)

- **Owns:** VC2HH2K03 (Historical Knowledge and Understanding, Personal histories, Foundation to Level 2).
- **Elaborations drawn on:** VC2HH2K03 .E01 (classroom equipment, activities, playgrounds and games via provided artefacts and photos, and questions to adults from different generations), VC2HH2K03 .E03 (change over time in homes, family traditions, leisure, school life, rules and shopping), VC2HH2K03 .E04 (comparing photographs and oral histories via parents, carers, grandparents and close connections).
- **Excluded:** VC2HH2K03 .E02 is excluded whole per TOC §2A / decision D5 (traditional Aboriginal toys and games — the weet-weet and marngrook — are not taught; neutral traditional toys, games and provided artefacts are used instead).
- **Achievement standard sentences exercised:** the band AS sentences on continuity and change across students’ own lives, families and communities (sentence 1), and on spotting what changes and what continues in day-to-day life when past and present are compared (sentence 6).
- **Skills named, not taught (D4):** historical questions (2A), sources (2C), continuity and change (3A). No dated or scaled timelines, and no primary/secondary source labels, are introduced here (Levels 3–4 skills).
- **Handoff (§4):** feeds VC2HH4K02 (Level 4 — Causes and consequences, local community).
- **Sourcing (SOURCE_USE):** all real-world referents are cited inline with retrieval dates (Wikipedia ‘School of the Air’, ‘Lego’, ‘Elizabeth Magie’, looked at 2026-08-24). All other examples are original.

Celebrations and commemorations that matter to our community

These pages are written to be read together with your teacher. Big words are explained the first time they come up. Read the pictures with your teacher, then have a go at the questions.

Owens: VC2HH2K04

Teaching sequence — teacher script

Owens: VC2HH2K04 (Chapter 1, section 1D), with elaborations VC2HH2K04.E01–VC2HH2K04.E02 as disposed in the TOC (§2A register, D5).

Achievement standard focus (our words): the band AS sentence (sentence 2) about describing what is important in students’ own lives and families, and in a person, place or event in the community around them.

Elaboration dispositions (TOC §2A / D5). VC2HH2K04.E01 is taught as a partial exclusion: celebrations of special occasions are taught across many cultures, *without* Aboriginal and Torres Strait Islander examples.

VC2HH2K04.E02 is taught with NAIDOC Week dropped from the provided calendar; the kept events are birthdays, family reunions, Diwali, Easter, Lunar New Year, Passover, Ramadan, Australia Day and Anzac Day. Nothing excluded is taught, modelled or assessed in this section; the exclusions themselves are recorded in the TOC register, not here.

Position and range. Fourth knowledge section of Chapter 1 (F–2 band, taught at Year 2 ceiling per D9). Builds on 1A (family stories), 1B (change and continuity in family life) and 1C (daily life then and now). Hands forward to VC2HH4K03 and VC2HH4K05 in the 3–4 sequence (TOC §4): do not pre-teach those content descriptions here.

Skills this section calls on (TOC D4). 2A Asking historical questions (the question web); 2C Sources (old things at home as sources). It also plants seeds for 3A Continuity and change (then/now invitations) and 3C Significance (the “why it matters” chart) using F–2 language only — same/changed, important/matters. Per the TOC no-teach list for this band, this section does **not** teach scaled or dated timelines, does **not** label sources primary/secondary, and does **not** teach a perspectives/interpretations distinction. Same-day-different-families is handled as “each family has its own ways”, not as perspective analysis.

Materials. Printed copy of the class calendar figure (or a real provided calendar); the ten figures; blank chart paper for the class survey; family photos or objects brought from home with permission.

Key vocabulary (defined at first use; senses adapted from Oxford Languages and Cambridge Dictionary, checked 24 August 2026). *commemorate* — to remember someone or something important with a special action (child wording: we remember together, and we show that we remember); *commemoration* — a time or event that does this; *generation* — all the people born at about the same time; *tradition* — a way of doing things that a family or community keeps doing and hands on; *source* — anything (object, photo, story, document) that helps us find out about the past; *festival* — a special day or time of year when people celebrate together.

Sources for real-world referents (retrieved 24 August 2026). Anzac Portal (anzacportal.dva.gov.au) — Anzac Day date (25 April), dawn gatherings, quiet remembrance, poppies; National Australia Day Council (australiaday.org.au) — Australia Day date (26 January) and its purpose as a national day; Australian War Memorial (awm.gov.au) — commemoration and the poppy. The 1976/2026 invitations, the “Room 3” survey data and the family-song scenario are original, made-up artifacts for this book (TOC D10) and are labelled as such in the figures.

Sequence. 1) Two kinds of special days (celebrate/commemorate word work). 2) The provided calendar: fixed days, moving days, any-time days; locate each kept event. 3) Event close-reads with the diya and poppy figures. 4) Then and now: invitations; one song, three generations. 5) Why each day matters (why-chart). 6) Finding out: question web + sources from home. 7) Class survey: build our own chart.

Watch-fors. Students using *celebrate* and *commemorate* interchangeably — return to “a celebration is a happy time together; a commemoration is when we remember together”. Assuming all families mark the same days — use the class chart to normalise difference. If Australia Day is raised as a contested day: acknowledge briefly that some people have different feelings about the day, keep the section’s factual framing (date; a day Australia marks; some people become Australian on it), and follow school policy. No First Nations content enters this section (Rule 1).

Traceability. E01 → Theory “Many ways to celebrate” (special meals, family gatherings, art/music/telling stories, handing on traditions). E02 → the calendar figure plus the event close-reads and the why-chart (children say why each event matters). AS sentence 2 → Practice Q6, Q10, Q12 (children describe what is important in their own and family life, and in a community person, place or event).

Assessment. Scaffolded Q1–Q7 check vocabulary and calendar reading; unscaffolded Q8–Q14 give the AS its evidence (describe and give a why).

Theory

Two kinds of special days

Some days are not just any day. They are special days.

We **celebrate** happy days. A celebration is a happy time together.

We **commemorate** days we remember. *Commemorate* is a big word. It means: we remember together, and we show that we remember.

Two kinds of special days

We celebrate

A celebration is a happy time together.

Birthdays

Family reunions

Lunar New Year

Diwali

Eid

Easter

Australia Day

We commemorate

A commemoration is when we remember together.

Anzac Day

We think about the people it remembers,
and we say: we remember you.

Some days are a bit of both.

Two boxes side by side. The green box is titled We celebrate and lists birthdays, family reunions, Lunar New Year, Diwali, Eid, Easter and Australia Day. The blue box is titled We commemorate and lists Anzac Day, with the words: we think about the people it remembers, and we say: we remember you. A line below reads: Some days are a bit of both.

Our year of special days

Here is a calendar of special days. Some days come on the same day every year. Some days move each year. Ask your teacher when the moving days come this year.

A year of special days

January	February	March	April
● Australia Day - 26 Jan	● Lunar New Year	● Ramadan and Eid	● Easter
● Lunar New Year	● Ramadan and Eid	● Easter	● Passover
● Ramadan and Eid		● Passover	● Anzac Day - 25 Apr
May	June	July	August
September	● Diwali	● Diwali	December

same day every year

moves each year

any time of year

Birthdays and family reunions can come in any month. Ask your teacher when the moving days come this year.

A year calendar of twelve month boxes, January to December. Australia Day sits on 26 January and Anzac Day on 25 April, marked in blue for the same day every year. Lunar New Year, Ramadan and Eid, Easter and Passover, and Diwali are marked in orange because they move each year. A key in green shows days that can come at any time of year, like birthdays and family reunions.

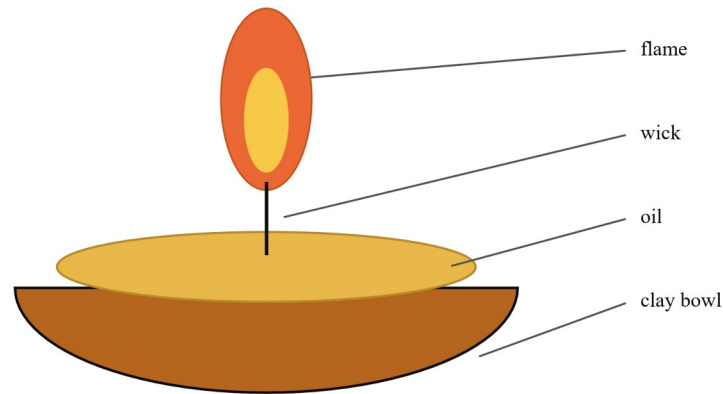
Birthdays. A birthday is the day you were born. Many families have a cake with candles, and everyone sings a song.

Family reunions. A family reunion is when family who live far away all come together for one big day.

Lunar New Year. Lunar New Year starts a new year by the moon. Many families in Asia and in Australia celebrate it. There are dragon and lion dances, loud drums, red and gold, and lucky money for children.

Diwali. Diwali is the festival of lights. It is a Hindu festival. Families light little lamps called diyas, share sweet food, and spend time together.

A diya



A diya is a little lamp.

Families light diyas at Diwali, the festival of lights.

A diya: a small clay bowl holding oil, with a wick and a flame on top. The names point to the flame, the wick, the oil and the clay bowl. A line below reads: A diya is a little lamp. Families light diyas at Diwali, the festival of lights.

Ramadan and Eid. Ramadan is a special month for Muslim families. Grown-ups do not eat in the daytime. At night, families share a meal. Eid is the happy day at the end, with gifts and sweet food.

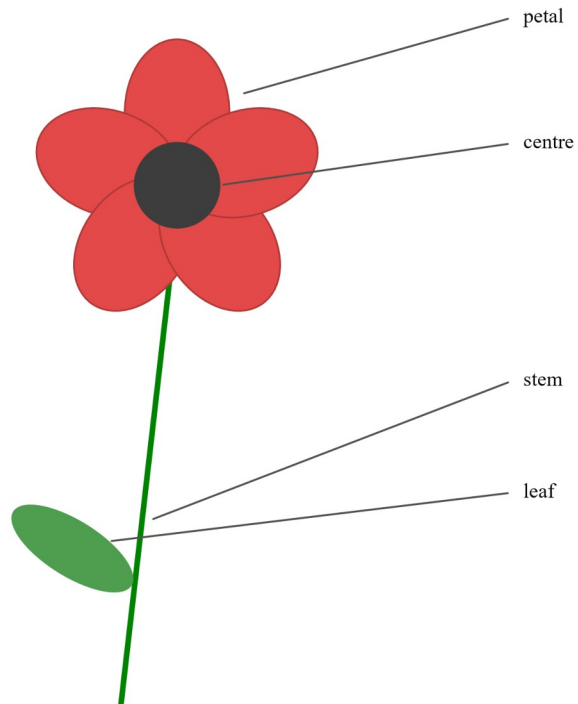
Easter. Easter is in autumn. It is a Christian festival. Some families go to church. Children look for chocolate eggs.

Passover. Passover is a Jewish festival. Families share a special meal at home and tell the story of long ago.

Australia Day. Australia Day is on 26 January. It is the day Australia marks as one country. Some people become Australian on this day. Many families have a barbecue or go to the beach.

Anzac Day. Anzac Day is on 25 April. On this day we remember the army men and women who served, from Australia and New Zealand. A long time ago, many went far away to fight in a war. Some were hurt. Some did not come home. At dawn on Anzac Day, people stand quiet together to remember. They lay out flowers, and many people wear a red poppy.

A poppy



Many people wear a red poppy on Anzac Day to remember.

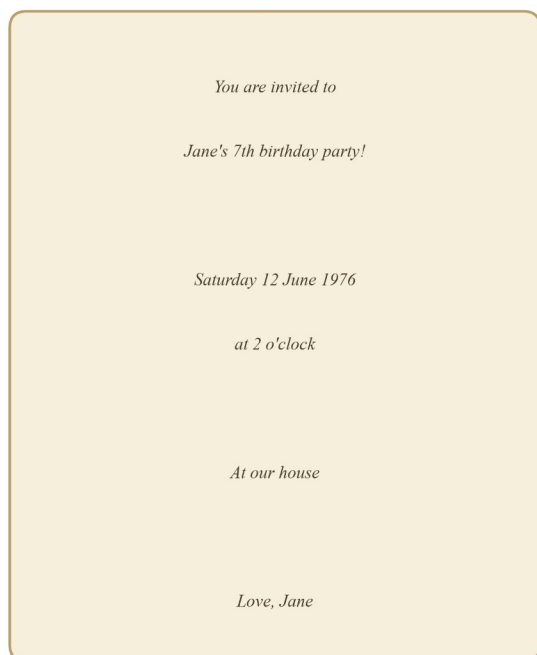
A red poppy with five petals and a dark centre, on a green stem with one leaf. The names point to a petal, the centre, the stem and the leaf. A line below reads: Many people wear a red poppy on Anzac Day to remember.

Anzac Day is a commemoration. We are not having a party. We are saying: *we remember you.*

Same day, different times

Look at two birthday invites, one from 1976 and one from 2026.

An invitation, then and now



Both say the same thing. The ways have changed.

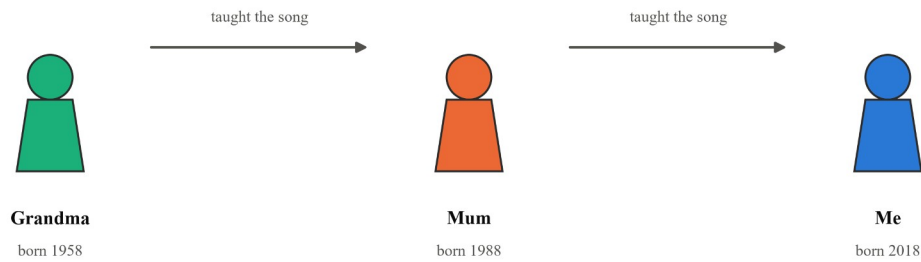
Two birthday invites side by side. On the left, a cream paper card from 1976 says: You are invited to Jane's 7th birthday party, Saturday 12 June 1976, at 2 o'clock, at our house, Love, Jane. On the right, a phone screen from 2026 says: You are invited to Mia's 7th birthday party, Saturday 13 June 2026, at 2 pm, at the park, From Mia. A line below reads: Both say the same thing. The ways have changed.

Both invites say the same thing. The ways have changed. In 1976, Jane wrote cards and posted them. In 2026, Mia sends a message.

One song, three generations

A **generation** is all the people born at about the same time. Grandma is one generation. Mum is the next. You are the next.

One song, three generations



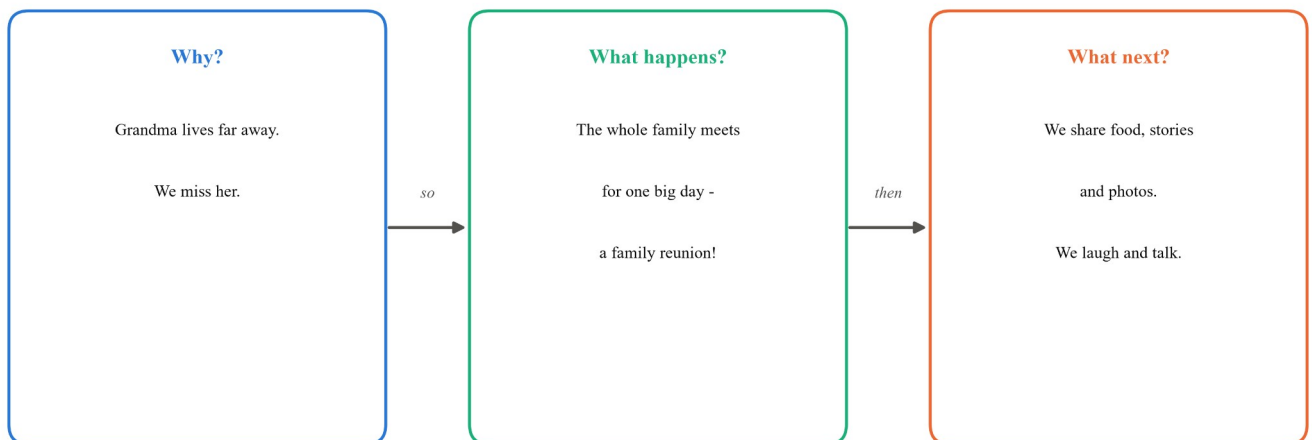
A generation is all the people born at about the same time.
Grandma is one generation. Mum is the next. You are the next.

Three people in a row: Grandma, born 1958, in green; Mum, born 1988, in orange; and Me, born 2018, in blue. An arrow from Grandma to Mum and an arrow from Mum to Me each say: taught the song. A note below reads: A generation is all the people born at about the same time. Grandma is one generation. Mum is the next. You are the next.

Grandma taught Mum the song. Mum taught you. That is a **tradition** — something a family keeps doing, year after year, and hands on.

Every special day has a why

Every special day has a why



Three boxes joined by arrows. The blue box asks *Why?* and says: *Grandma lives far away. We miss her.* An arrow with the word *so* points to the green box, *What happens?* The whole family meets for one big day - a family reunion! An arrow with the word *then* points to the orange box, *What next?* We share food, stories and photos. We laugh and talk. The title reads: *Every special day has a why.*

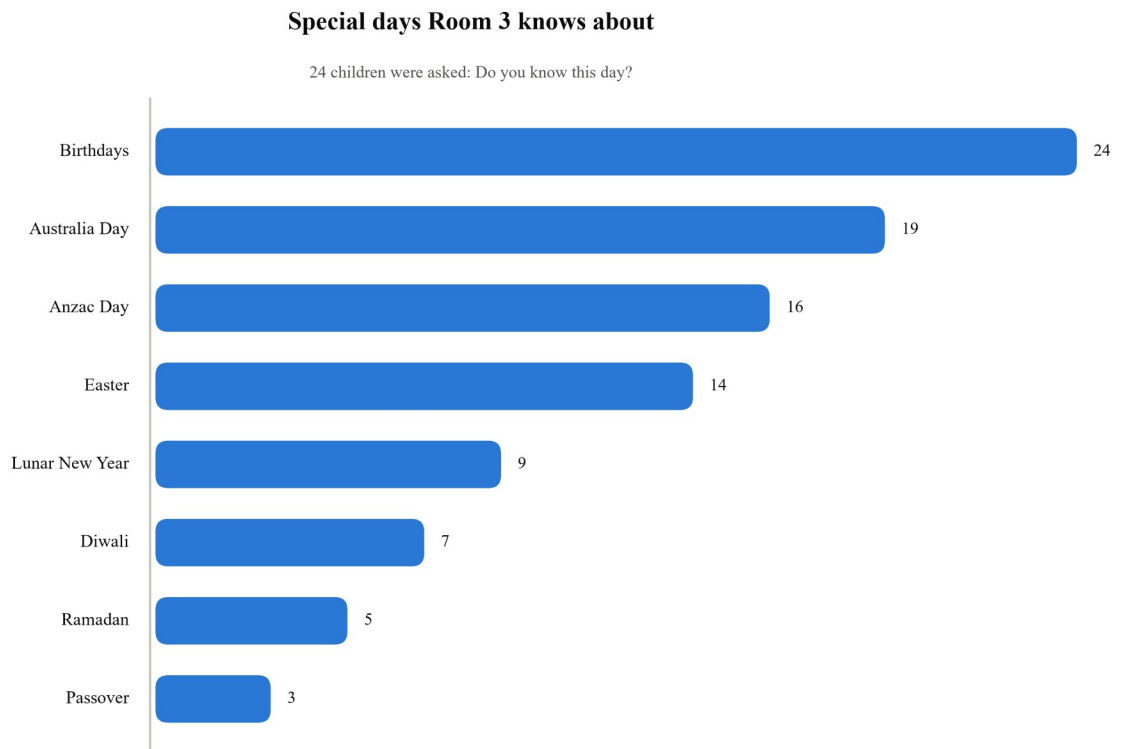
A day matters because of its *why*. Anzac Day matters because we remember the people who served. A birthday matters because it is the day *you* were born.

Same day, different families

Your friend's special day might not look the same as yours. Both are right. Each family has its own ways.

Our class chart

Room 3 made a chart of the special days the children know about. Twenty-four children were asked: Do you know this day?



Room 3 is not a real class. Make this chart for your class!

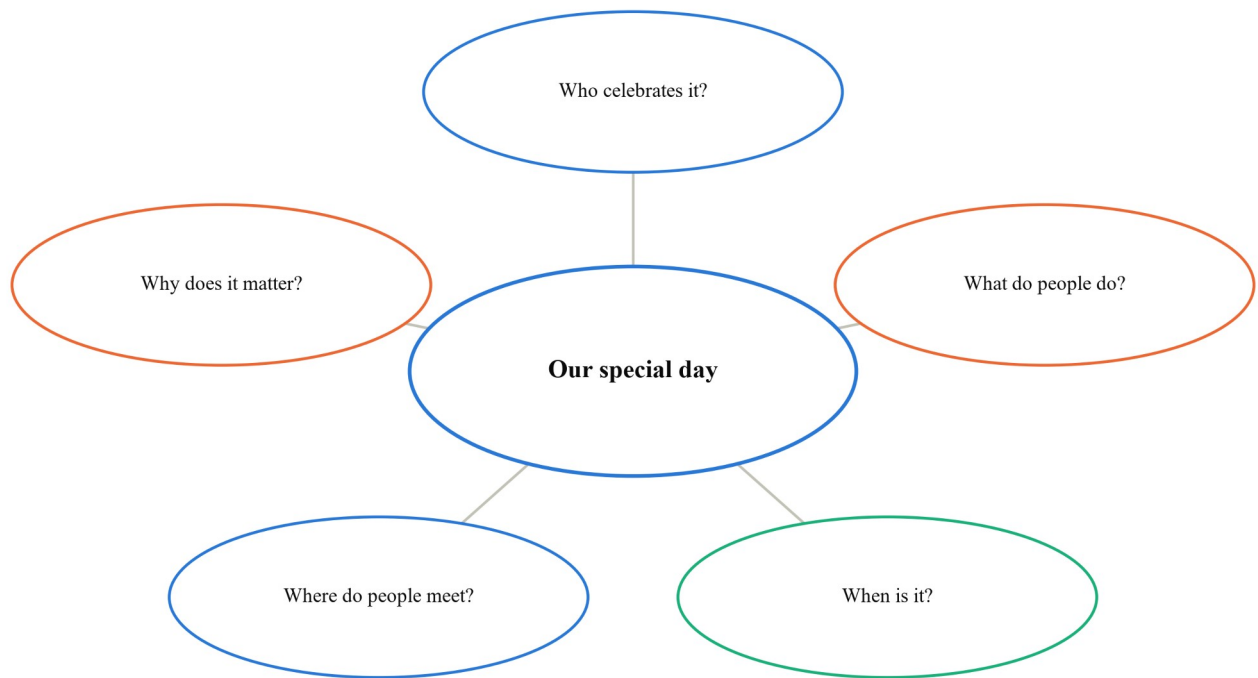
*A bar chart titled **Special days Room 3 knows about**. The blue bars show how many of the 24 children know each day: birthdays 24, Australia Day 19, Anzac Day 16, Easter 14, Lunar New Year 9, Diwali 7, Ramadan 5, Passover 3. A line below reads: Room 3 is not a real class. Make this chart for your class!*

More children know about birthdays than about any other day. Not many children know about Passover. Few does not mean not important. A special day is still special for the families who have it.

How do we find out?

We ask questions, and we look at **sources**. A source is something that helps us find out about the past.

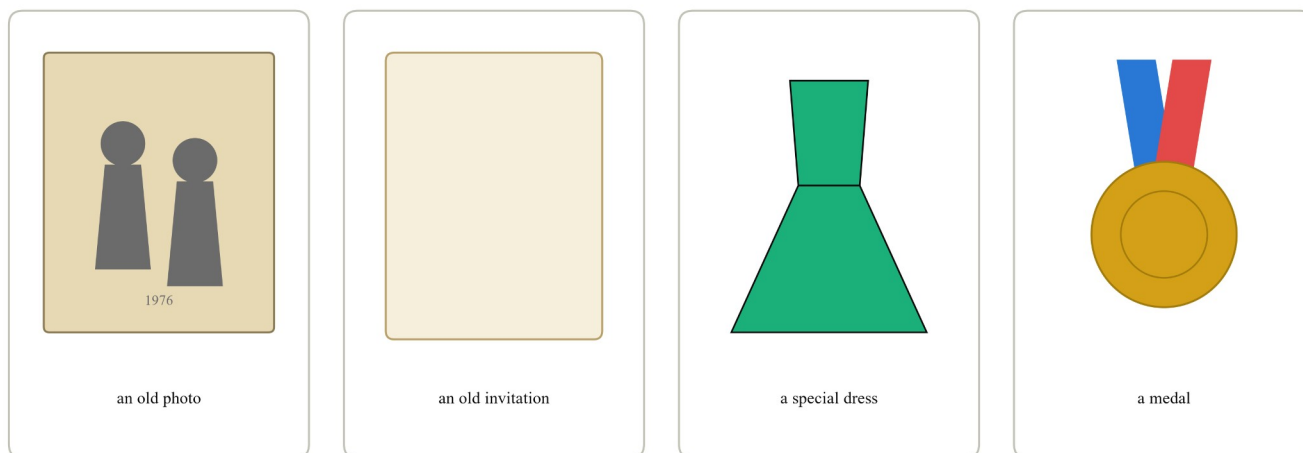
Questions about a special day



Asking questions helps us find out about the past.

A web with Our special day in a middle bubble and five bubbles around it asking: Who celebrates it? What do people do? When is it? Where do people meet? Why does it matter? A line below reads: Asking questions helps us find out about the past.

Sources from home



Old things at home can tell us about past celebrations.

Four cards showing old things from home: an old photo from 1976 with two people in it, an old invitation, a special dress, and a medal in blue and red. A line below reads: Old things at home can tell us about past celebrations.

Old photos, old cards, a special dress, a medal: all sources. They help us find out how people celebrated long ago.

Worked examples

Example 1 — Read the two invites.

Question: What is the same? What has changed?

Think aloud: Both invites are for a birthday party. Both are on a Saturday, at two o'clock. That is the same. In 1976 the party is at a house, and the invite is a card. In 2026 the party is at a park, and the invite is a message on a phone. That has changed.

Example 2 — Say why a day matters.

Question: Use the why-chart to say why Anzac Day matters.

Think aloud: Why? Army men and women served, and some did not come home. What happens? We stand quiet at dawn, we lay out flowers, we wear poppies. What next? We remember them, and we say thank you. So: *Anzac Day matters because we remember the people who served.*

Example 3 — Celebrate or commemorate?

Question: Sort these: a birthday; Anzac Day.

Think aloud: A birthday is a happy time together — we **celebrate** it. Anzac Day is when we remember together — we **commemorate** it. Some days are a bit of both, but these two are clear.

Example 4 — Ask questions to find out.

Question: Look at the class chart. Ask three questions about it.

Think aloud: Who was asked? (Room 3 — 24 children.) Which day did most children know? (Birthdays — all 24.) Why might more children know about Easter than about Passover? (Because more families in Room 3 celebrate it.)

Practice questions

With a little help

- Q1.** Circle the days we **celebrate**: birthday — Anzac Day — Diwali — Eid.
- Q2.** Fill in the gaps with words from the box: *remember* — *celebrate* — *together*. (a) At a celebration, we have a happy time _____. (b) At a commemoration, we _____ together. (c) On Anzac Day, we _____ the people who served.
- Q3.** Match the thing to the day: diya — poppy — chocolate egg — birthday cake. (Diwali — Anzac Day — Easter — a birthday)
- Q4.** Look at the calendar. Write down one day that comes on the same day every year, and one day that moves.
- Q5.** Tick what a family might do at a family reunion: share a big meal — tell stories and show photos — fly to the moon.
- Q6.** Draw yourself at your favourite special day. Label one thing in your picture.
- Q7.** Look at the two invites. Write one thing that is the same, and one thing that has changed.

On your own

- Q8.** Why does Anzac Day matter? Answer in one sentence. Start with: *Anzac Day matters because...*
- Q9.** A friend tells you about a special day you have never heard of. Ask three questions to find out about it.
- Q10.** Tell your partner why your birthday matters to your family.
- Q11.** Look at the class chart. Which day did most children know about? Which day did only a few children know about?
- Q12.** Name one thing at your home that could be a source about a past celebration, and say what it could tell us.
- Q13.** Name one tradition in your family, or one you would like to start. Say who hands it on.
- Q14.** Say whether we celebrate or commemorate (or a bit of both): (a) a birthday (b) Anzac Day (c) Eid (d) Australia Day.
-

Answers

For the teacher.

Q1. Birthday, Diwali, Eid. (Anzac Day is commemorated.) **Q2.** (a) together (b) remember (c) remember. **Q3.** Diya–Diwali; poppy–Anzac Day; chocolate egg–Easter; birthday cake–a birthday. **Q4.** Same day every year: Australia Day (26 January) or Anzac Day (25 April). Moves: Lunar New Year, Ramadan and Eid, Easter, Passover or Diwali. **Q5.** Share a big meal ✓; tell stories and show photos ✓; fly to the moon ✗. **Q6.** Check the drawing shows the child at a special day with one labelled thing. **Q7.** Same: both invite a friend to a 7th birthday party on a Saturday at two o'clock. Changed: card → phone message; house → park; Jane → Mia. **Q8.** Accept any sentence joining Anzac Day with remembering the people who served (e.g. “Anzac Day matters because we remember the army men and women who served.”). **Q9.** Accept three questions drawn from who/what/when/where/why (e.g. Who celebrates it? What do people do? Why does it matter?). **Q10.** Accept a reason tied to the child’s own family (the day I was born; our family gets together). **Q11.** Most: birthdays (24). Only a few: Passover (3). **Q12.** Accept any home object/photo/card with a plausible tell (e.g. “an old photo — it can show how Nanna’s wedding day looked”). **Q13.** Accept any family way kept over years with a hand-on (e.g. “we cook Nonna’s cake recipe every year — Nonna taught Mum, Mum taught me”). **Q14.** (a) celebrate (b) commemorate (c) celebrate (d) a bit of both.

Fully-worked solutions

For the teacher.

Q1. A celebration is a happy time together. Birthdays, Diwali and Eid are happy times together → celebrate. Anzac Day is when we remember together → commemorate, so it is not circled.

Q2. (a) “a happy time together” is the definition given in Theory. (b) and (c) “we remember together” is the definition of commemorate; (c) names the people Anzac Day remembers.

Q3. The diya figure labels the little lamp families light at Diwali. The poppy figure says many people wear a red poppy on Anzac Day. Chocolate eggs belong to Easter. A birthday cake belongs to a birthday.

Q4. The calendar key: blue = same day every year (Australia Day 26 January; Anzac Day 25 April); orange = moves each year (Lunar New Year; Ramadan and Eid; Easter; Passover; Diwali). One from each colour is correct.

Q5. Reunions are about family being together: meals ✓ stories and photos ✓. Flying to the moon is not a family-reunion activity ✗.

Q6. Look for: the child present; a special-day setting; one label naming a thing (cake, candles, lantern of paper, medal, dress).

Q7. Modelled in Worked example 1. Same = purpose and key facts (party; 7th birthday; Saturday; two o'clock). Changed = the ways (card/phone; house/park; Jane/Mia; 1976/2026).

Q8. Modelled in Worked example 2: why (people served; some did not come home) → what happens (dawn; quiet; flowers; poppies) → one-sentence why.

Q9. Modelled against the question web: who/what/when/where/why questions all acceptable; praise a *why* question as a significance question (seeds 3C).

Q10. Evidence for AS sentence 2: the child tells what matters in their own life and family.

Q11. Read the chart: longest bar = birthdays (24); shortest bar = Passover (3). Note with the class that “few” does not mean “not important”.

Q12. Evidence for 2C at F–2 level: the object must be able to *tell* us something (who, what, when, where).

Q13. A tradition names a way kept over years; the hand-on names the generations (seeds E01 — traditions passed down through the generations).

Q14. (a) celebrate — happy time together. (b) commemorate — we remember together. (c) celebrate — the happy day at the end of Ramadan. (d) a bit of both — Australia Day is a happy time for many families *and* a day the country marks and remembers its own story (matches the figure note “Some days are a bit of both”).

A local place with a history

Some places are more than just places. A hall where the whole town meets. A statue in the park. A war memorial on a hill. People made these places a long time ago, and people still look after them today. We say these places have a **history**.

History is what happened a long time ago.

In this part you will:

- find out how a place can have a history
 - ask good questions about a place
 - use sources to find out about the past
 - put the story of a place in order
 - tell a story about a place
 - think about why a place matters
-

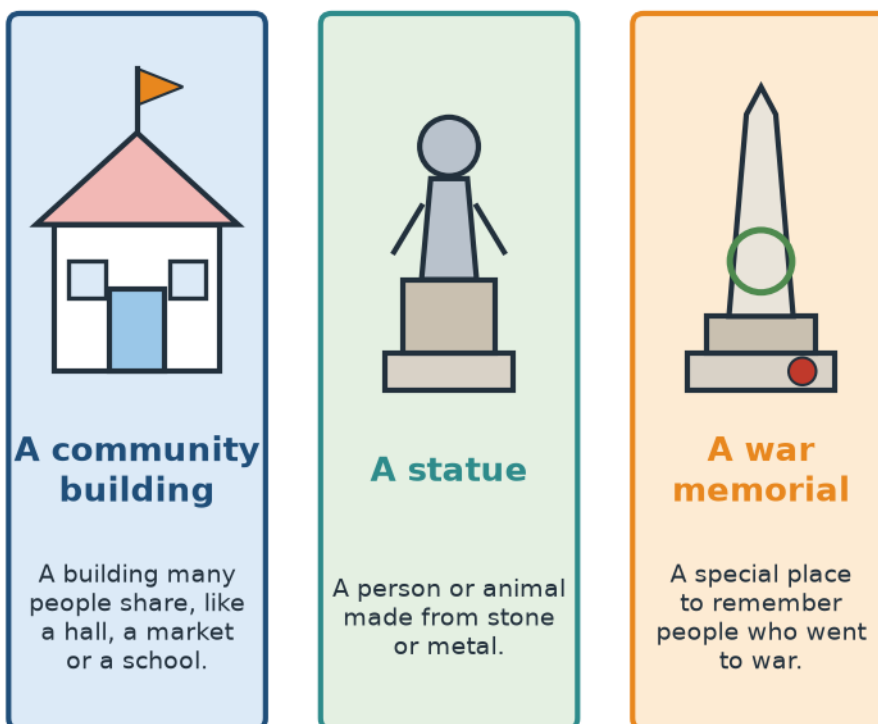
New ideas

A place with a history

A **site** is a place where a thing was made or happened. Some sites are special to a **community**. A community is the people who live, work and play in one area.

Three kinds of sites near your school or home may have a history.

Kinds of places with a history



Three pictures showing kinds of local places with a history: a community building with a flag, a statue of a person on a stand, and a tall stone war memorial with a green ring and a poppy.

Words we will learn

history what happened a long time ago	site a place where a thing was made or happened	source anything that helps us find out the past
memorial a special thing or place that helps us remember	statue a shape of a person or animal, made from stone or metal	community the people who live, work and play in one area
commemorate to help people remember something important	heritage old, important things that we keep safe	significant very important and worth remembering

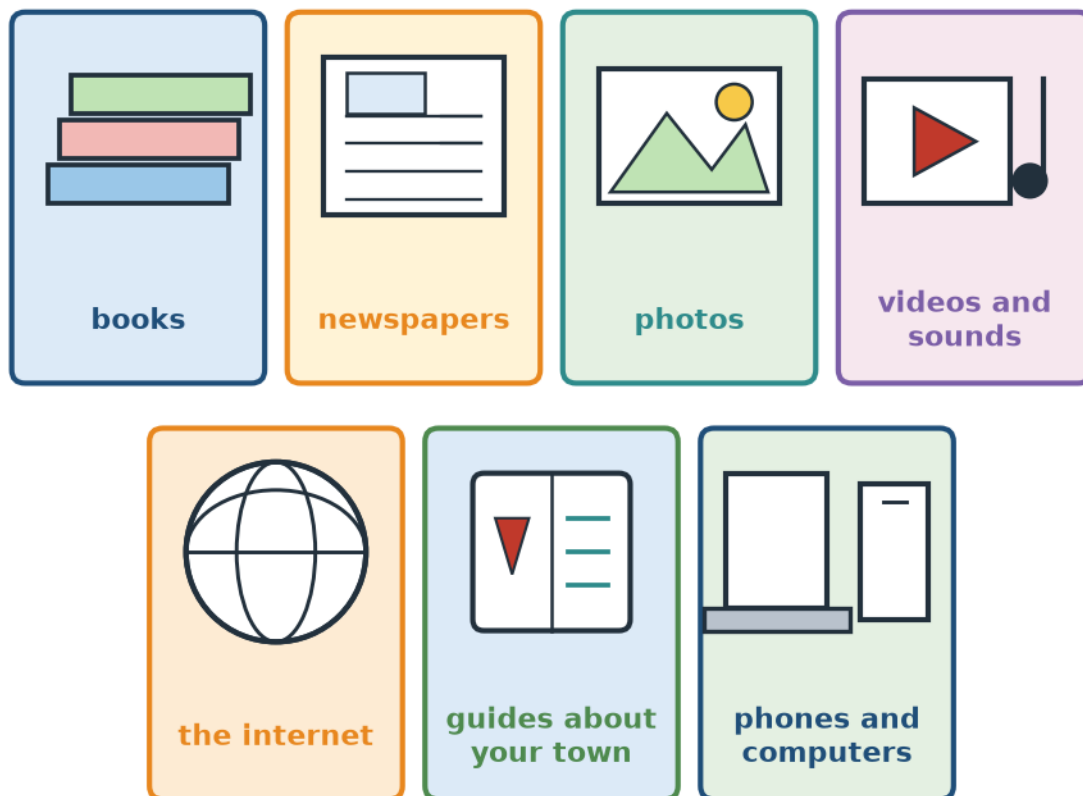
A word wall with nine words and their meanings: history, site, source, memorial, statue, community, commemorate, heritage and significant.

- A **memorial** is a special thing or place that helps us remember.
- To **commemorate** is to help people remember something important.
- **Heritage** is old, important things that we keep safe.
- **Significant** means very important and worth remembering.

Sources

A **source** is anything that helps us find out about the past.

Sources that help us find out about the past



A source is anything that helps us find out about the past.

Seven pictures of sources that help us find out about the past: books, newspapers, photos, videos and sounds, the internet, guides about your town, and phones and computers.

Skills we use

Asking questions is one history skill. You learn it in 2A (VC2HH2S01). Using sources is another history skill. You learn it in 2C (VC2HH2S03). Here we use both skills.

Here are 5 good questions to ask about any place.

Good history questions



Asking questions is how we start to find out about the past.

Five question cards: Who made this place? When was it made? Why is it here? What do people do here? How has it changed?

Worked examples

Example 1 — Meet the Shrine (with help)

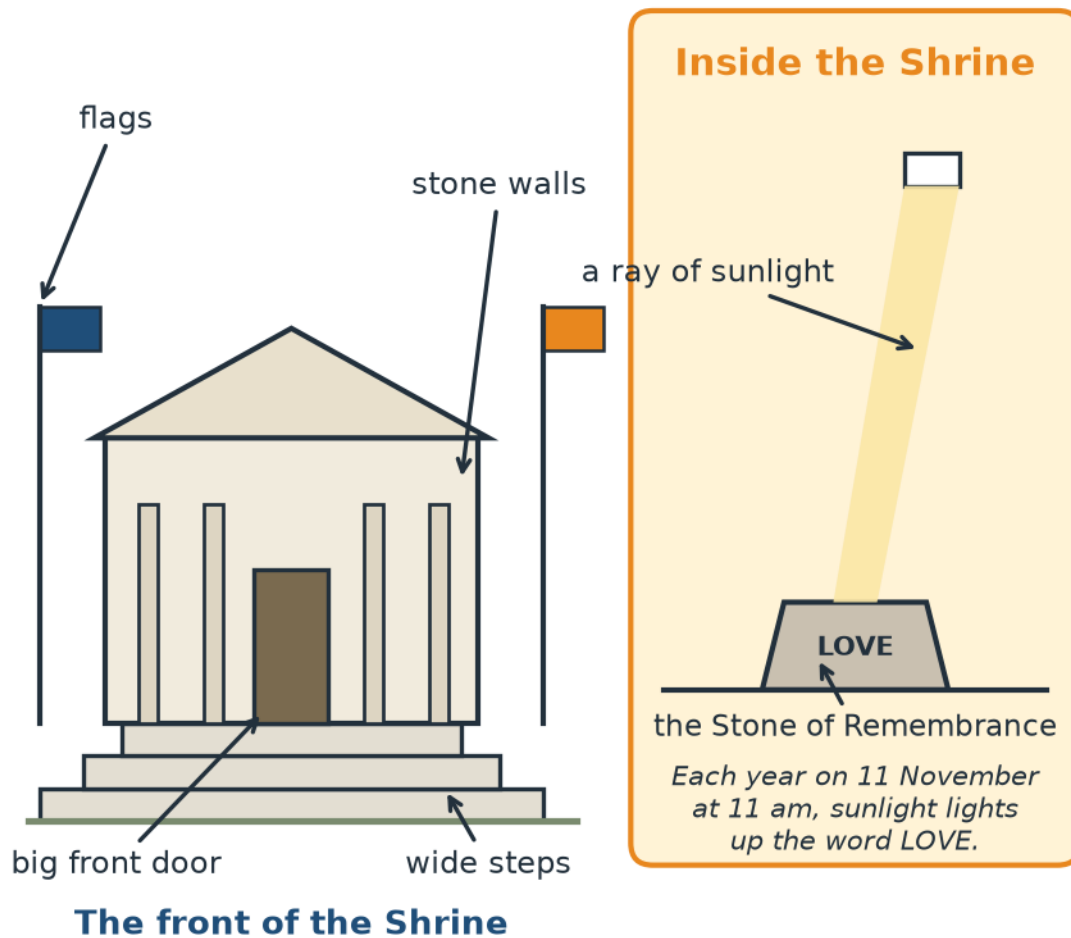
Our examples are about one real place: the **Shrine of Remembrance** in Melbourne, Victoria. It is a war memorial. People from Victoria made it to remember the people who went to war. It is part of our heritage, and we still keep it safe today.

Facts we know from sources:

- People started to build the Shrine in 1928.
- It opened on 11 November 1934.
- In 1954, the Queen opened new parts for the Second World War.
- In 1985, a garden opened for later wars.

- In 2014, new rooms opened with photos and old things.

The Shrine of Remembrance, Melbourne



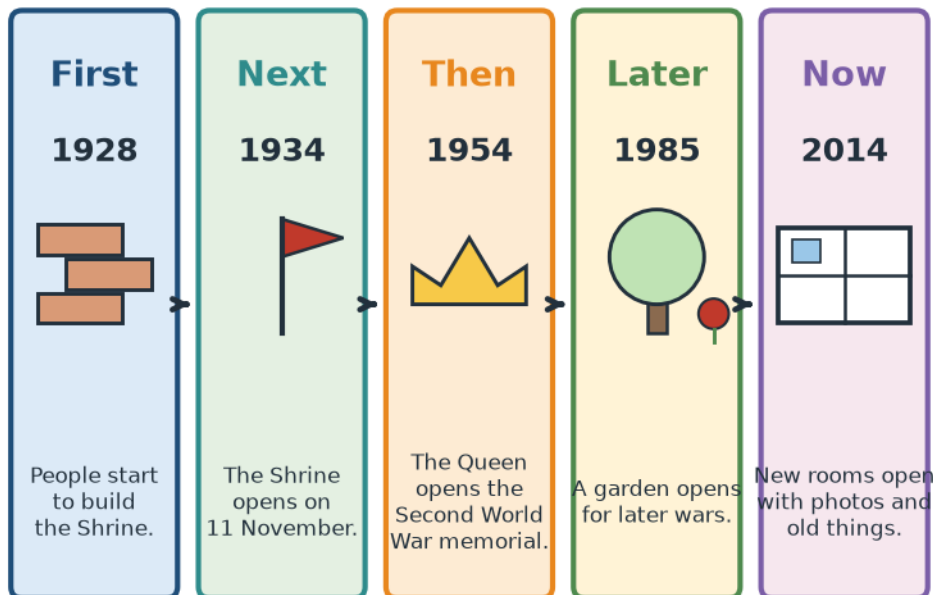
A labelled drawing of the Shrine of Remembrance in Melbourne. The front has flags, stone walls, a big front door and wide steps. Inside, a ray of sunlight lights up the word LOVE on a stone.

Outside, the Shrine has flags, stone walls, a big front door and wide steps. Inside, there is a stone with the word **LOVE** on it. Once a year, on 11 November at 11 am, a ray of sunlight lights up the word LOVE. The Shrine commemorates the people who went to war.

Example 2 — The story in order (with help)

We can tell the story of the Shrine in order. We use the order words *First*, *Next*, *Then*, *Later*, *Now*.

The story of the Shrine, in order



Putting events in order helps us see how the place changed.

Five event cards in order tell the story of the Shrine: First 1928, Next 1934, Then 1954, Later 1985, Now 2014.

Putting the story in order helps us see how the place changed and what stayed the same.

Example 3 — Why is it there? (on your own)

The Shrine is on a hill. Before we look it up, we can guess why.

- On a hill, many people can see it.
- On a hill, it can be seen from far away.

Then we check with a source. A source says the hill was picked so that the Shrine can be seen from many parts of Melbourne. Our guess was close!

Guess first, then check with a source. That is a good way to find out about the past.

Example 4 — Changed and stayed the same (with help)

Some things at the Shrine changed. Some things stayed the same.

What changed? What stayed the same?

What has changed	What stayed the same
 New parts were added to the building.	 It still helps people remember.
 A garden and new rooms were made.	 The ray of sunlight still lights up LOVE.
 More people visit each year.	 People still gather on Anzac Day and Remembrance Day.

A place can change and stay the same at the same time.

Two boxes side by side show what has changed and what stayed the same at the Shrine.

A place can change and stay the same at the same time.

Example 5 — Why does it matter? (with help)

Two big questions help us see why a place matters.

Why does this place matter?

Question 1 Does it help us remember? To commemorate means to help people remember something important. The Shrine commemorates the Victorians who went to war.	Question 2 Does it show who we are? Special places show what matters to a community. The Shrine shows that Victorians want to remember and say thank you.
--	---

Two cards asking why the place matters: Does it help us remember? Does it show who we are?

The Shrine commemorates the people from Victoria who went to war, so it helps us remember. It also shows who we are: Victorians want to remember and say thank you. That is why the Shrine is significant to many people.

Practice questions

With help

Q1. Match each word to what it means.

Words: site • source • memorial • commemorate

1. anything that helps us find out about the past
2. to help people remember something important
3. a place where a thing was made or happened
4. a special thing or place that helps us remember

Q2. Tick the kinds of places that can have a history.

- ☐ a community building
- ☐ a statue
- ☐ a war memorial
- ☐ all of them

Q3. Put these in order, from 1 to 5.

- ☐ The Queen opens new parts for the Second World War.
- ☐ New rooms open with photos and old things.
- ☐ People start to build the Shrine.
- ☐ A garden opens for later wars.
- ☐ The Shrine opens on 11 November.

Q4. Name 2 sources from the sources picture that could help you find out about the Shrine.

Q5. Match each fact to the question it answers.

Facts:

1. The Shrine opened in 1934.
2. People made it to remember the people who went to war.
3. New rooms opened in 2014.

Questions:

- How has it changed?
- When was it made?
- Why is it here?

Q6. Write *changed* or *stayed the same* next to each one.

1. New rooms opened in 2014.
2. The ray of sunlight still lights up LOVE.
3. A garden opened in 1985.

Q7. Circle the best meaning for **commemorate**.

1. to forget
2. to help people remember something important
3. to build a hall

Q8. What word does the ray of sunlight light up? When does it happen?

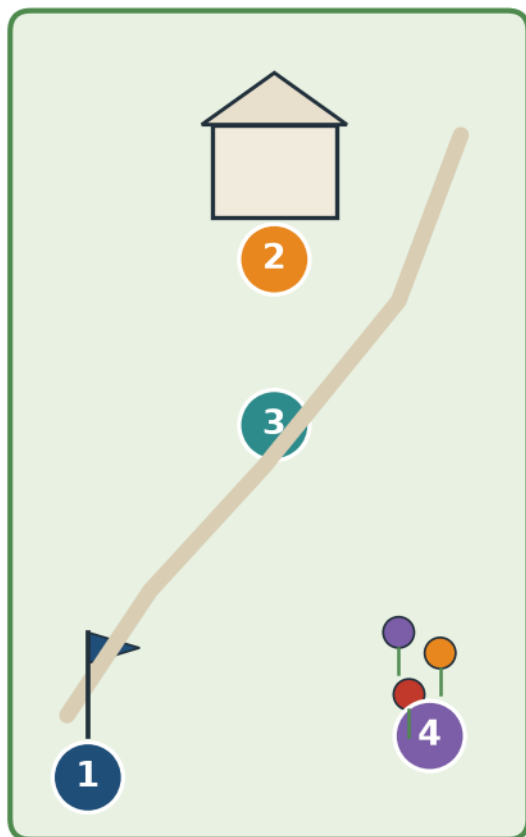
On your own

Q9. Draw a place with a history near your school or your home. Write its name under your drawing.

Q10. Write 3 questions you could ask about your place. The question cards can help you start.

Q11. Plan a history tour of your place with 4 stops. Use the map ideas and the starters below.

Plan a history tour of your place



A tour map with numbered stops

My tour plan

Stop 1:
This is the ...

Stop 2:
It was made ...

Stop 3:
Look at ...

Stop 4:
One fact I know is ...

At each stop, tell your friend one thing you found out.

A simple map with 4 numbered stops and starters to plan a history tour: This is the ... It was made ... Look at ... One fact I know is ...

Q12. Tell the story of your place. Use the model story and the starters to help you.

A model story about a local place

The war memorial in our town

A war memorial stands in the park

near our school. People made it

a long time ago. It helps us

remember the people from our

town who went to war. Their

names are cut into the stone.

Every year on Anzac Day, people

gather there to remember. I think

this place is special because it

helps us say thank you.

Now you try!

Tell the story of your place.

Use these starters:

My place is ...

It was made ...

People made it to ...

It has changed ...

It matters because ...

A model story on lined paper about a war memorial in our town, with starters to help you tell the story of your own place.

Answers

A1. 1 source • 2 commemorate • 3 site • 4 memorial

A2. All of them. A community building, a statue and a war memorial can all have a history.

A3. 1 People start to build the Shrine (1928). 2 The Shrine opens on 11 November (1934). 3 The Queen opens new parts for the Second World War (1954). 4 A garden opens for later wars (1985). 5 New rooms open with photos and old things (2014).

A4. Any 2 of: books, newspapers, photos, videos and sounds, the internet, guides about your town, phones and computers.

A5. 1 → When was it made? • 2 → Why is it here? • 3 → How has it changed?

A6. 1 changed • 2 stayed the same • 3 changed

A7. 2 — to help people remember something important.

A8. The word LOVE. It happens once a year, on 11 November at 11 am.

A9. Answers will be different. Check: you drew one place, and you wrote its name.

A10. Answers will be different. Check: you wrote 3 questions, and each one starts with a question word like *who*, *when*, *why*, *what* or *how*.

A11. Answers will be different. Check: your tour has 4 stops, and each stop says one thing about your place.

A12. Answers will be different. Check: your story is in order, and it says what your place is, when it was made, and why it matters.

For the teacher

Content description: VC2HH2K05 (Historical Knowledge and Understanding, Community histories, Foundation to Level 2). Attached AS sentence: sentence 2 of the band standard.

Elaborations as taught (ids per the book plan):

- VC2HH2K05.E03 — students plan a tour of a building or place (here: a tour of the student's own local place) → Q11 (tour of a local place).
- VC2HH2K05.E04 — students guess why a landmark stands where it does, then look for a source that explains (the book's landmark types: a community building, a statue, a war memorial) → Example 3 (guess, then check with a source).
- VC2HH2K05.E05 — taught as the two neutral questions only (student-facing as "Does it help us remember? / Does it show who we are?"): does the place keep alive the memory of an important past event, and does it say something about who the people of the community are. The First Nations clause of E05 is excluded per the book's §2A dispositions and must not be taught.
- VC2HH2K05.E06 — students investigate the history of a local person, building or place using provided sources (here: books, photos, the internet, town guides) and tell what the sources show about the past → Examples 1–2 and Q12.
- E01 and E02 are excluded whole per §2A. No Aboriginal and Torres Strait Islander content appears anywhere in this section (Content Policy Rule 1). Elaborations are illustrations, not a sequence (D13): the section is organised around one case study, not a walk through E01–E06.

Skills named (D4): the student "Skills we use" box names Section 2A questioning (VC2HH2S01) and Section 2C sources (VC2HH2S03); both are used throughout.

Level boundaries respected (§4): no scaled or dated number-line timelines (the story strip is an ordered set of event cards using F–2 sequence language); no primary/secondary source labelling; no teaching of interpretations or perspectives.

Case-study sources (both retrieved 2026-08-24):

- Shrine of Remembrance, official site, about the Shrine: <https://www.shrine.org.au/about-shrine-remembrance> — built to honour Victorians who served in the First World War and now all who have served; building began 1928; dedicated 11 November 1934; architects Philip Hudson and James Wardrop (firm Hudson and Wardrop), both returned servicemen; Ray of Light lights the word LOVE at 11 am on 11 November; Second World War Forecourt and Memorial dedicated by Queen Elizabeth II on 28 February 1954; Remembrance Garden added 1985; Galleries of Remembrance opened on Remembrance Day 2014.
- Wikipedia, “Shrine of Remembrance” (cross-check of dates and architects).

Contested terms (per house policy): significance, heritage and commemorate follow VCAA usage and are given operational definitions at first use (word wall and Theory).

House structure, Yr2 register: block order follows the house skeleton (theory / worked examples / practice / answers). Heading words are rendered in Yr2 register to pass the word-level gate: “New ideas” = Theory, “With help” = scaffolded, “On your own” = unscaffolded. The assembler page-break marker ### Answers is unchanged.

Vocabulary: student-facing text passes the house word-level gate at ceiling rank 2. Exempt classes: the subject terms defined at first use, including their inflected forms (history, site, source, community, statue, memorial, commemorate/commemorates, heritage, significant), proper nouns and named entities (Shrine of Remembrance, Melbourne, Victoria, Victorians, Queen Elizabeth II, Remembrance Day, November), and numerals.

Changing technology: home, work, travel and communication

What this part teaches — this part of the book teaches one dot point of the Victorian Curriculum.

Owns: VC2HH2K06

The three dot points that go with it are **VC2HH2K06.E01**, **VC2HH2K06.E02** and **VC2HH2K06.E03**. They show one way to teach this dot point. They are not a list to follow step by step.

Learn

What is technology?

Look around you. Many of the things you see are **technology**.

The word *technology* can mean different things to different people. The Victorian Curriculum uses the word *technology* in this dot point but does not give it one fixed meaning. So, in this book, *technology* means **the things people make and use to help them do work**.

A wooden spoon is technology. It helps people cook. A phone is technology. It helps people talk to others. A car is technology too. It helps people go places.

Technology changes over time. People make new things that work faster, or better, or with less hard work. This part of the book looks at four places where technology changed: **at home**, **at work**, **when we travel**, and **when we talk to people we love**.

technology

In this book: the things people make and use
to help them do work



A picture with the word technology at the top. It shows the meaning used in this book and three things that are technology: a wooden spoon, a phone, and a car.

Then and now: at home

Think about your kitchen at home.

Long ago, many homes cooked on a **stove that burned wood**. Someone had to chop the wood and carry it inside. The fire made the kitchen hot, and the room filled with smoke.

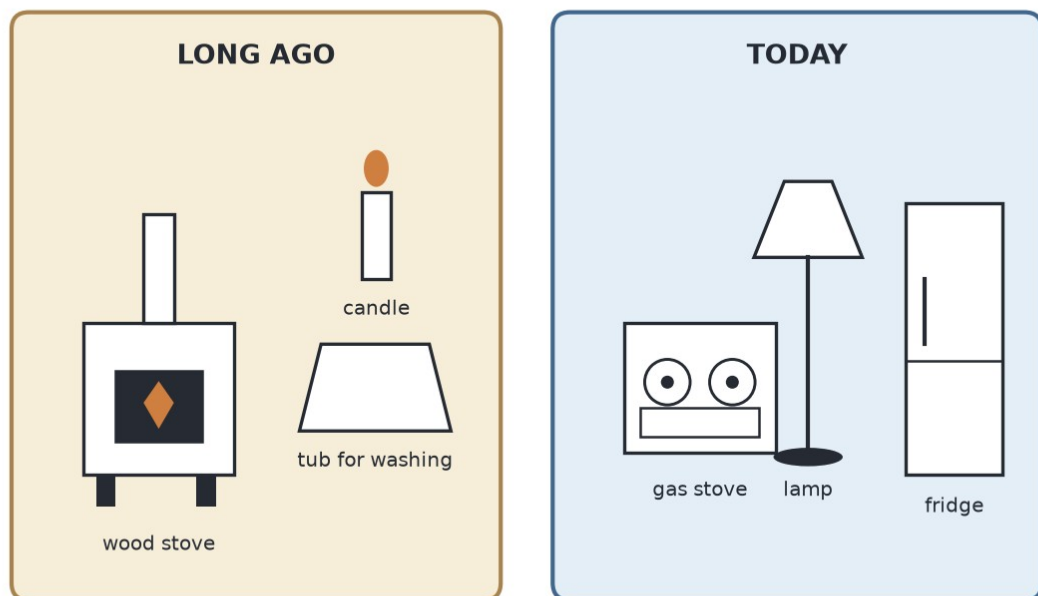
Today, many homes cook on a **stove that uses gas**, or on a stove that uses power. Food cooks fast, and there is no smoke.

Long ago, the dark was a problem too. When the sun went down, people used **candles** and lamps to see. Today, we press a switch and the lights come on.

Long ago, keeping food cold was hard work. Many homes had no fridge. People kept food in the coolest place in the house, and they had to buy food often, in small amounts. Today, a **fridge** keeps food cold all the time.

Long ago, washing clothes was a big job. People washed by hand with soap and water and a bumpy board. Then they hung the wet clothes on a line in the sun to dry. Today, a **washing machine** does the hard work.

At home: long ago and today



The jobs stayed the same. The tools changed.

Two pictures of a kitchen, side by side. On the left is a kitchen from long ago, with a wood stove, a candle and a tub for washing. On the right is a kitchen today, with a gas stove, a fridge and a lamp.

What stayed the same at home? People still cook food. People still wash clothes. People still need light when it is dark. The jobs stayed the same. The tools changed.

Then and now: at work

Technology changed work too.

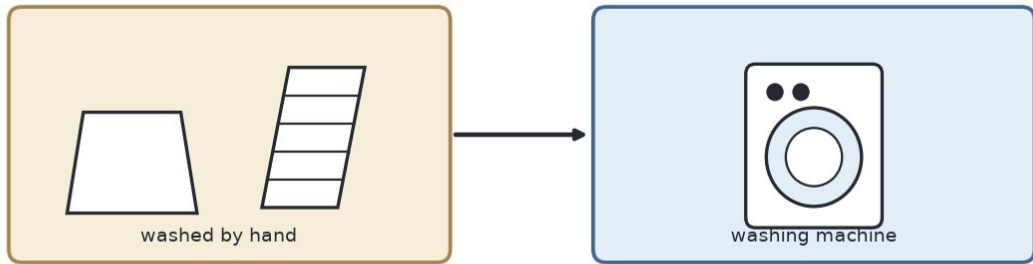
Long ago, people did much of their work with their hands and with simple **tools**. On farms, a **horse** helped pull heavy things. Today, a **tractor** does that pulling on many farms.

Long ago, people wrote letters with a pen on paper. Today, many people write with a **computer**.

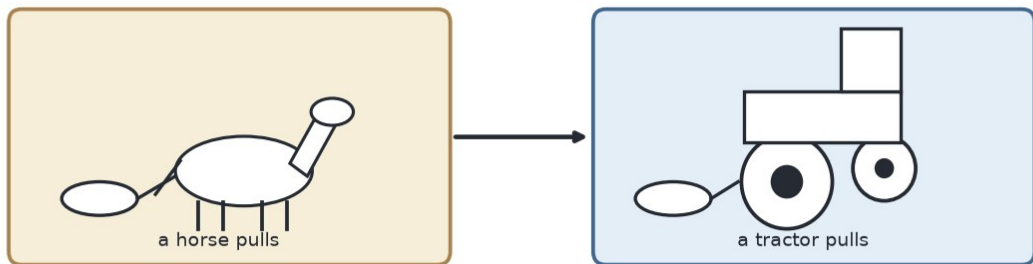
Some old jobs are gone, and new jobs are here. But people still work to look after their families. That has stayed the same.

At work: long ago and today

Washing clothes



Pulling heavy things



Some old jobs are gone. New jobs are here.

Two pairs of pictures about work. The top pair shows washing clothes by hand in a tub long ago, and a washing machine today. The bottom pair shows a horse pulling something heavy long ago, and a tractor pulling it today.

Then and now: travel

Travel means going from one place to another.

Long ago, people walked. Some people rode **horses**, or sat in a **cart** that a horse pulled. A long trip could take many, many days.

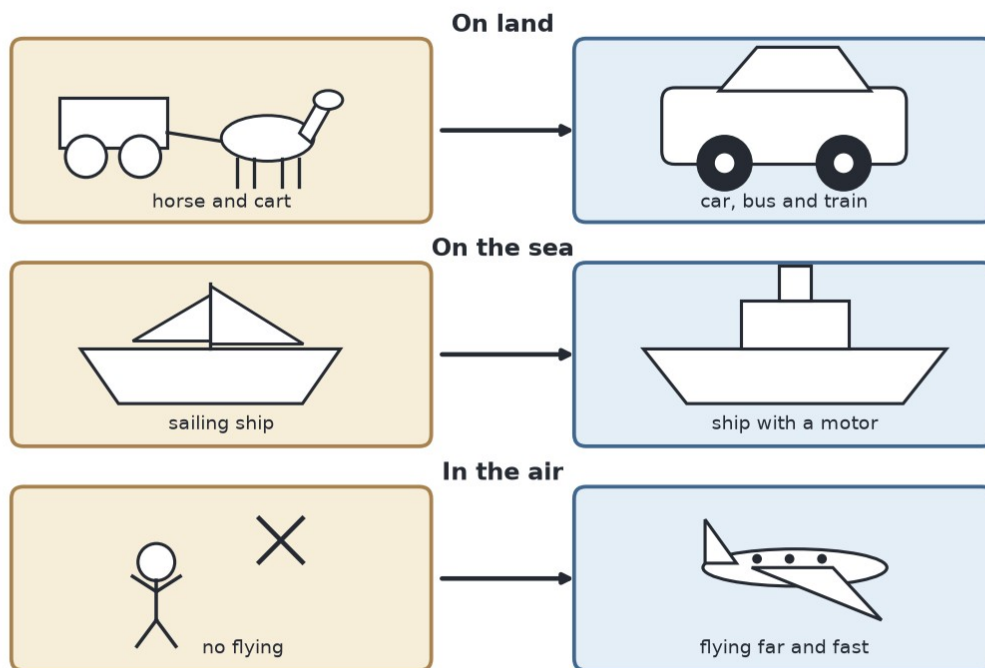
Today, people go by **car**, by **bus** or by **train**. A long trip can take hours, not days.

On the sea, long ago, **sailing ships** moved with the wind. Today, big ships move with strong motors.

Long ago, people did not fly from place to place. Today, people fly high in the sky and go across the sea in hours.

Why do people travel? The reasons have stayed the same: to work, to see family, and to see new places. Only the ways have changed.

Travel: long ago and today



People travel for the same reasons. Only the ways have changed.

Three rows about travel. Row one, on land: a horse and cart long ago, and a car today. Row two, on the sea: a sailing ship long ago, and a ship with a motor today. Row three, in the air: people could not fly long ago, and people fly high and fast today.

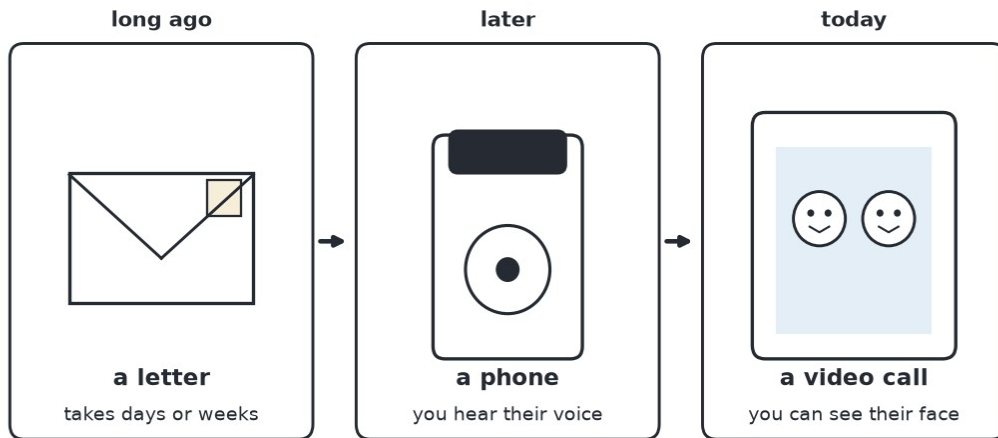
Then and now: talking to people we love

Long ago, if someone you loved lived far away, you **wrote a letter**. You put the letter in an envelope, put a stamp on it, and posted it. The letter could take days or weeks to get there.

Then came **phones**. A phone lets you talk to someone far away, and you can hear their voice at once.

Today, many families use a phone or a **tablet** to make a **video call**. You can see the face of the person you talk to. You can wave. You can show them your drawing.

Talking to people far away

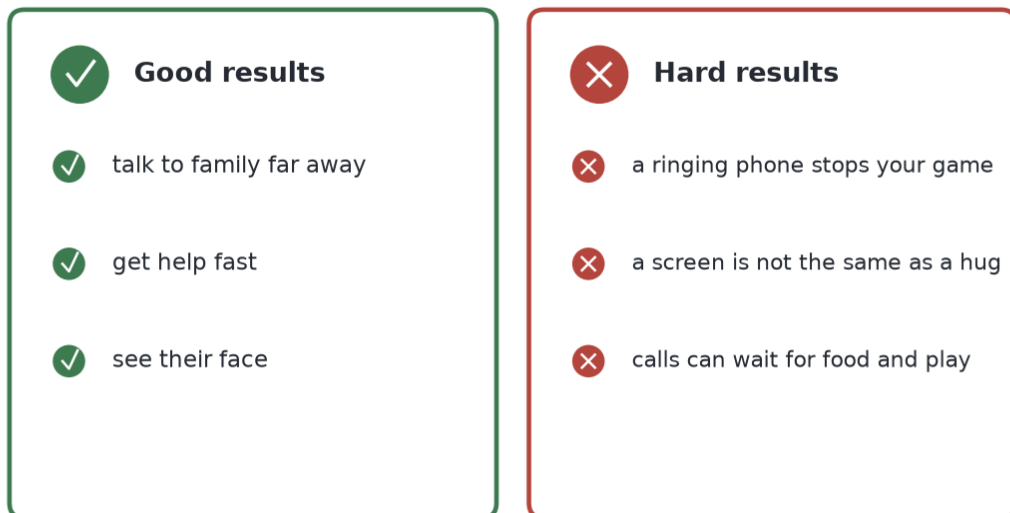


Three pictures in a row about talking to people far away. First, a letter with an envelope and a stamp. Next, a phone you can talk on. Last, a video call on a tablet, where you can see the other person.

What is good about the change? What is hard about it?

Changes in the way we talk to people have good results and hard results. The dot point for this part of the book asks you to think about both.

Phones and video calls: what is good? what is hard?



Phones help us talk. They work best when we use them well.

Two lists side by side. The left list is the good results of phones and video calls, with a tick next to each one. The right list is the hard results, with a cross next to each one.

Good results:

- You can talk to family who live far away.
- You can get help fast.
- You can see the face of the person you love.

Hard results:

- A ringing phone can stop your game.
- Talking on a screen is not the same as a hug.
- Sometimes the calls must wait while you eat, sleep or play outside.

Generations: how change moves through a family

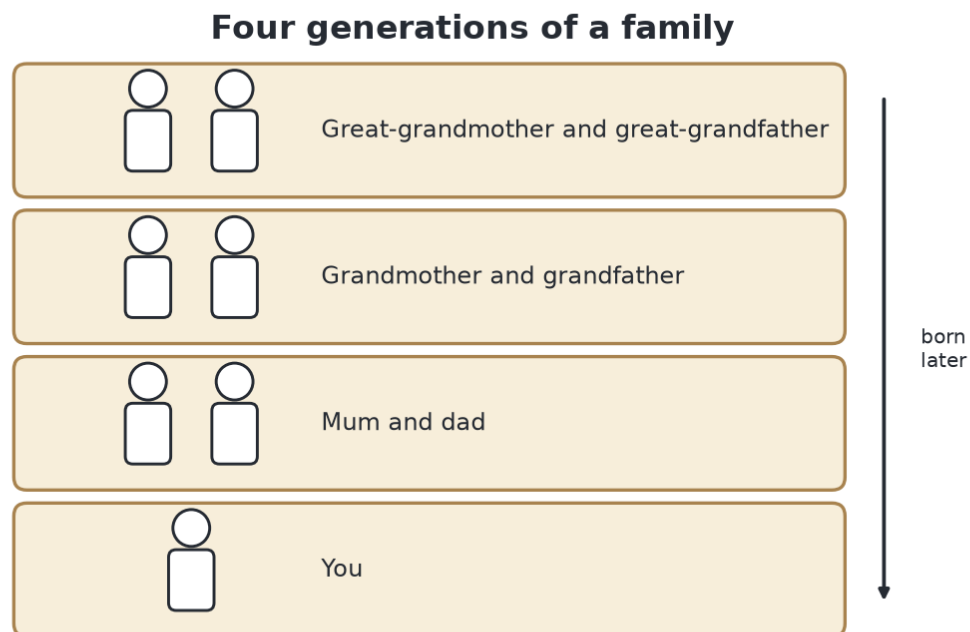
A **generation** is all the people born around the same time.

You are one generation. Your mum and dad are the generation before you. Your grandmother and grandfather are the generation before them. Their mum and dad are your **great-grandmother** and **great-grandfather**.

Each generation saw new technology come in. When your grandmother was little, many homes had a **radio**. Families sat together to listen to stories and songs. Later, homes got a **television**. The first televisions were big and heavy, and the pictures were in black and white. Today, televisions are so light they can hang on a wall like a picture.

Old things and old photos are **sources**. A source is anything that helps us find out about the past. Old phones, old cups and old photos are also called **artefacts** — things people made or used in the past. You will learn more about sources later in this book, in part 2C.

Ask an older person in your family about the technology they used when they were little. Their answers can tell you much about how life changed.



A generation is all the people born around the same time.

A picture of four generations of one family, one behind the other: you, then mum and dad, then grandmother and grandfather, then great-grandmother and great-grandfather.

Words to know

Word	What it means in this book
technology	the things people make and use to help them do work
generation	all the people born around the same time
source	anything that helps us find out about the past
artefact	a thing people made or used in the past

Skills used in this part

This part calls on skills you also learn in other parts of this book:

- **Ask questions** about the past (part 2A, VC2HH2S01): “What did people use long ago?”
- **Use sources**, such as old things and old photos (part 2C, VC2HH2S03).
- **Find what changed and what stayed the same** (part 3A, VC2HH2S05).
- **Say why a change happened, and what it did** (part 3B, VC2HH2S06).

The questions and activities below ask you to use these skills.

Worked examples

Worked example 1 — comparing two things (guided)

Look at two things that both give light: a **candle** and a **lamp**. What is the same? What is different?

Question	Model answer
What does each thing do?	Both help people see in the dark.
Which one is older?	The candle. People used candles long ago.
How does each one work?	A candle burns to give light. A lamp uses power.
What is one good thing about the change?	A lamp is brighter than a candle, and there is no fire to watch.

Now say the change in one full sentence:

Long ago, people used candles to see in the dark. Today, many homes use lamps.

Worked example 2 — cause, change, effect (guided)

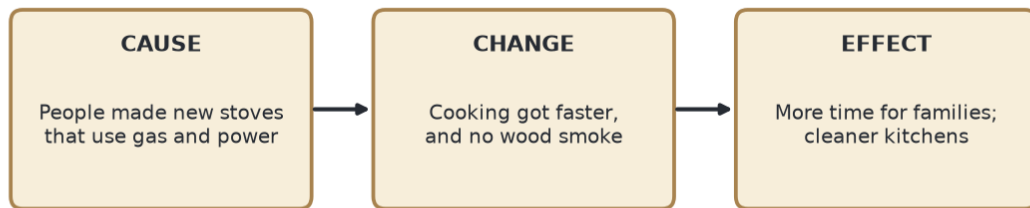
Pick one change: **cooking at home**. Sort what you know into a cause, a change and an effect.

Step	What it means	Model answer
Cause	why the change could happen	People made new stoves that use gas and power.
Change	what became different	Cooking got faster, and there was no wood smoke in the kitchen.
Effect	what the change did for people	Families had more time, and kitchens were cleaner.

Now say it in full sentences:

Long ago, families cooked on stoves that burned wood. The food was slow to cook, and the kitchen filled with smoke. Then people made stoves that use gas and power. Cooking got fast, and kitchens got cleaner.

Cause, change and effect



Your turn:



Use these boxes to talk about any change you know.

Three boxes in a row with arrows between them. The first box says cause, the second says change and the third says effect. One row is filled in about cooking, and one row is blank for you to fill in.

Worked example 3 — a short story about a change (model text)

Sam wrote this short story about his grandmother's kitchen:

My grandmother told me about her kitchen when she was little. Her family cooked on a stove that burned wood. Her dad chopped the wood, and her mum kept the fire going. The kitchen was warm and smelled of smoke. Today, my family cooks on a stove that uses gas. Our food cooks fast. Some things changed, but some things stayed the same. Her family liked to cook together. My family likes to cook together too.

Why is this a good answer?

- It uses the words **long ago** and **today**.
- It says what **changed** (the stove) and what **stayed the same** (cooking together).
- It uses what someone told Sam. What his grandmother said is a source.

Questions and activities

Guided

Q1. Look at the picture below. Draw a line from each thing to the right mat: **Long ago** or **Today**.

Sort the things

 a candle	 a wood stove	 a horse and cart
 a car	 a washing machine	 a tablet

LONG AGO

TODAY

Draw a line from each thing to its mat.

A sorting activity with six things: a candle, a wood stove, a horse and cart, a car, a washing machine and a tablet. Two mats are labelled long ago and today.

Q2. Look at the travel picture in this part of the book. In each row (land, sea, air), point to the one that goes fastest. Which trip would take more time: the trip long ago, or the trip today?

Q3. Look at the picture of the four generations. Write the right words in each box: *you, mum and dad, grandmother and grandfather, great-grandmother and great-grandfather*.

Q4. Phones have good results and hard results. Sort these sentence cards into two lists: **Good** and **Hard**.

- You can talk to your grandmother even when she lives far away.
- The phone rings in the middle of your best game.
- You can see your cousin's face on a video call.
- You want to play outside, but everyone is inside looking at a screen.

On your own

Q5. With your family, find a photo or a thing from long ago. Ask an older person three questions about it. Use the question cards below, or write your own. Write down what you hear.

Ask an older person in your family

You can use these questions:

1. What did you use to cook when you were little?
2. How did you talk to people who lived far away?
3. What games did you play?

Write down what you hear.

A card with three questions to ask an older person in your family: what did you use to cook when you were little, how did you talk to people who lived far away, and what games did you play.

Q6. Pick one change at home — for example, the stove, the lights, or the washing. Write or say:

- (a) What was it like long ago?
- (b) What is it like today?
- (c) What is one good result of the change? What is one hard result?

Q7. Make a **cup-and-ball** toy, like the one below. Children long ago played with toys like this. Toys like this did not need power. After you play, answer: What do you need for this game? What do you do?

Make a cup-and-ball toy

What you need	
	a cup
	some string
	a small ball
	tape
Ask a grown-up to help.	

1. Tape one end of the string to the cup.	
2. Tape the ball to the other end of the string.	
3. Hold the cup. Swing the ball up. Catch it!	

Children long ago played with toys like this.

Steps to make a cup-and-ball toy from a cup, string and a ball, and how to play: swing the ball up and catch it in the cup.

Q8. Write two sentences about your home. In sentence one, tell about something that **changed**. In sentence two, tell about something that **stayed the same**.

Q9. Draw a picture of a home in the time to come. Label one thing that will change and one thing that will stay the same. Tell a friend why you picked them.

Answers

Answers can be different and still be right. These are model answers.

Q1. Long ago: the candle, the wood stove, the horse and cart. Today: the car, the washing machine, the tablet.

Q2. In each row, the one from today goes fastest. The trip long ago would take more time.

Q3. From the front to the back: you; mum and dad; grandmother and grandfather; great-grandmother and great-grandfather.

Q4. Good: *You can talk to your grandmother even when she lives far away. You can see your cousin's face on a video call.* Hard: *The phone rings in the middle of your best game. You want to play outside, but everyone is inside looking at a screen.*

Q5. Answers will be different. A good answer asks clear questions and writes down what the person says. Example: "What did you use to wash clothes?" — "We washed them by hand, and hung them on the line."

Q6. Example: (a) Long ago, people cooked on a stove that burned wood. (b) Today, my family cooks on a stove that uses gas. (c) Good: the food cooks fast. Hard: if the gas runs out, we cannot cook until we get more.

Q7. You need a cup, some string and a small ball. You do not need power. To play: hold the cup, swing the ball up, and try to catch it in the cup.

Q8. Example: "Long ago, people washed clothes by hand. Today, we use a washing machine." And: "Families still eat dinner together."

Q9. Answers will be different. A good answer shows one thing that changes and one thing that stays the same, and says why. Example: "In the time to come, a machine will cook our dinner. But families will still eat together."