

History Level 2

Chapter 3 — Historical Concepts and Skills II: working it out, and telling it

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Continuity and change: what stays the same and what changes

History Level 2 · Chapter 3 · Section 3A Strand: Historical Concepts and Skills · **Sub-strand:** Continuity and change **Content description:** VC2HH2S05 **Draws on:** VC2HH2S05.E01 · VC2HH2S05.E02 · VC2HH2S05.E03 · VC2HH2S05.E04 · VC2HH2S05.E05 · VC2HH2S05.E06

Teacher note: in this section, students use the changes from 1C (daily life then and now) and 1F (changing technology) to work on this skill. The old-places work links back to 1E. Students look for what changed and what stayed the same; they do not yet ask why a change happened — that is 3B.

Word box — new words in this section

Word	What it means in this book
change	when something becomes different
continuity	the parts that stay the same
clue	something that helps you find out about something
evidence	anything that helps us see what the past was like

You already know these words from earlier parts: a **source** is anything that helps us find out about the past, and **technology** is the things people make and use to do a job.

Some words have more than one meaning. Other books may use these words in other ways. The meanings here are the ones this book uses.

You are changing — and staying the same

Start with you. You were a baby once. Now you are bigger. You can do more.

But are you a different person? No! Some parts of you stayed the same.

Changed, or stayed the same?

You as a baby, and you now


you as a baby

→


you now

Some things about you changed.
Some things stayed the same.

Changed

- You are bigger and taller.
- You can walk, talk and draw.
- You can do more by yourself.
- You lost some baby teeth.

Stayed the same

- Your name.
- The colour of your eyes.
- The people who love you.
- The way you laugh.

Two pictures of the same child, you as a baby and you now, with two cards below. The changed card says, you are bigger and taller, you can walk, talk and draw, you can do more by yourself, you lost some baby teeth. The stayed the same card says, your name, the colour of your eyes, the people who love you, the way you laugh.

History has two big words for this:

- **Change** is when something becomes different.
- **Continuity** is when things stay the same.

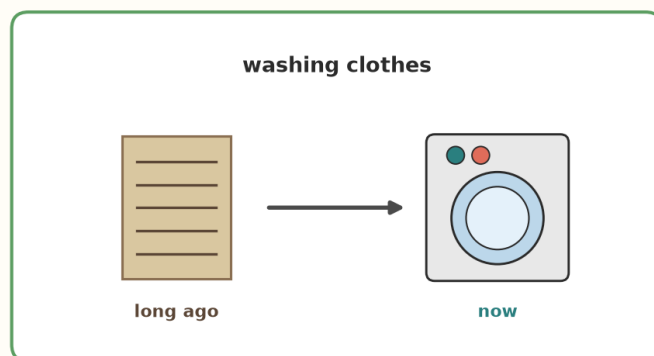
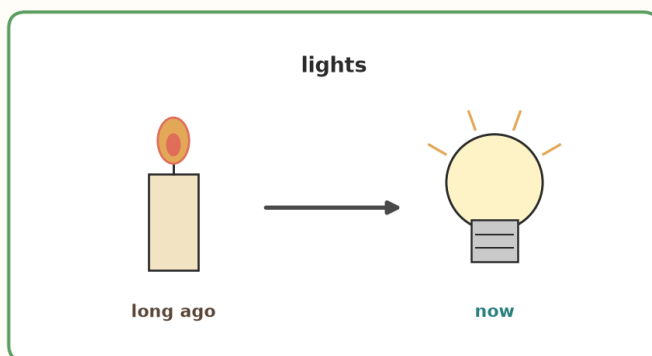
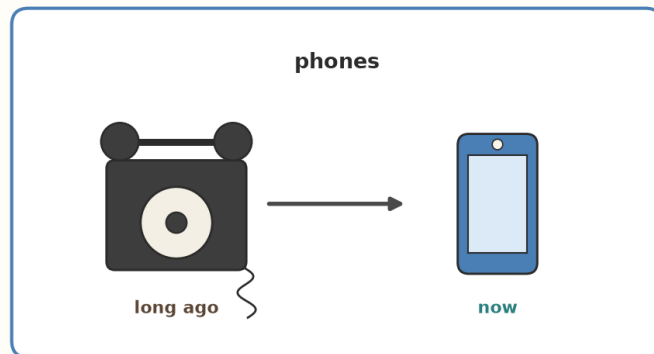
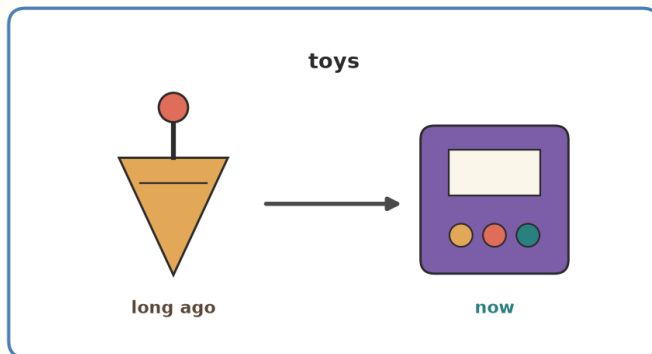
Change and continuity go together. Look at any person, any place or any thing, and you can find both. In this part, we compare long ago with now. We look for change, and we look for continuity.

Old things and new things

One good way to see change is to look at the things people use.

Then and now

Old things and the new things we use today



Four cards, each with an old thing and a new thing. Toys, a spinning top long ago and a hand-held game now. Phones, an old phone with a cord long ago and a small phone we carry now. Lights, a candle long ago and a light bulb now. Washing clothes, a bumpy board long ago and a washing machine now. Each card has an arrow from long ago to now.

Long ago, children played with toys like a spinning top. Now, some children play with hand-held games.

Long ago, phones had a long cord. They sat on a table or hung on the wall. Now, we carry small phones with us.

Long ago, a candle or a lamp gave light. Now, we press a switch and a light bulb comes on.

Long ago, people washed clothes by hand with a bumpy board. Now, a washing machine does the hard work.

You saw these changes in 1C and 1F. Now ask the history question: what stayed the same?

Children still play. People still talk to the people they love. We still need light when it is dark. Clothes still get dirty!

The jobs stayed the same. The things we use changed. That is continuity and change, side by side.

The same things, done in new ways

How people did every-day things long ago, and how we do them now

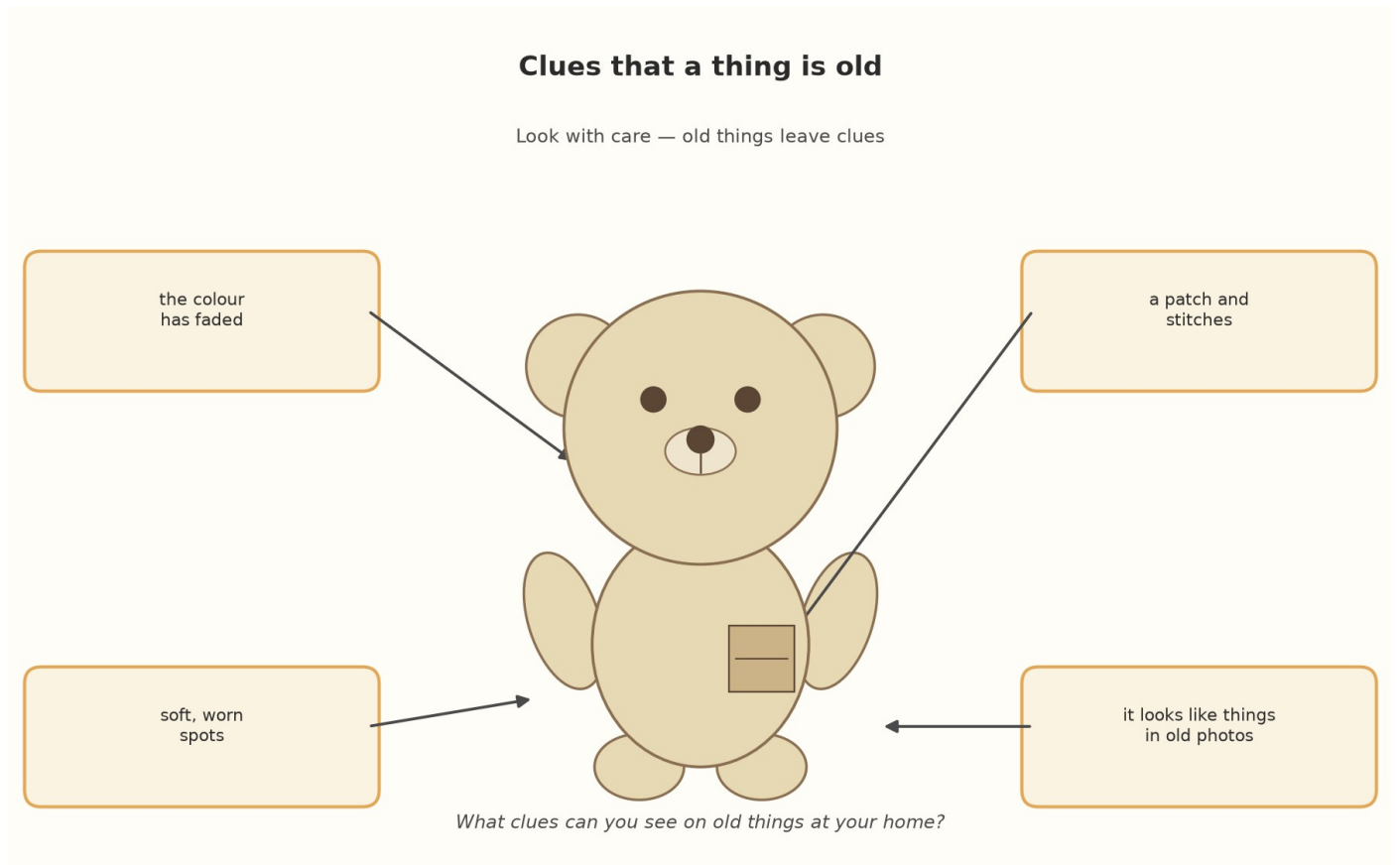
Every day ...	Long ago ...	Now ...
talk to someone far away	write a letter and send it	make a phone call
light up a dark room	a candle or a lamp	a light bulb
wash the clothes	wash by hand, then hang them out	use a washing machine
listen to music	sing, or play	use a radio or a phone

Some things changed a lot. The things we do stayed much the same.

A table with three parts in each row, every day, long ago and now. Row one, talk to someone far away, write a letter and send it long ago, make a phone call now. Row two, light up a dark room, a candle or a lamp long ago, a light bulb now. Row three, wash the clothes, wash by hand then hang them out long ago, use a washing machine now. Row four, listen to music, sing or play long ago, use a radio or a phone now. Under the table, some things changed a lot, the things we do stayed much the same.

How can you tell that a thing is old?

How do you know a thing is old? You look for clues. Old things leave clues, and the clues are evidence.



An old teddy bear in the middle, with four clue cards pointing to it. The colour has faded. A patch and stitches. Soft, worn spots. It looks like things in old photos. Under the picture, what clues can you see on old things at your home?

Look at the old teddy:

- The colour has faded.
- It has soft, worn spots where someone held it a lot.
- It has a patch and stitches where someone fixed it.
- It looks like the things in old photos.

A new thing looks different. It is bright. It has no worn spots.

Old photos are clues too. They show us how things looked before. Look for clues on old things at your home — an old cup, an old toy, an old photo. Each one can say: I am old!

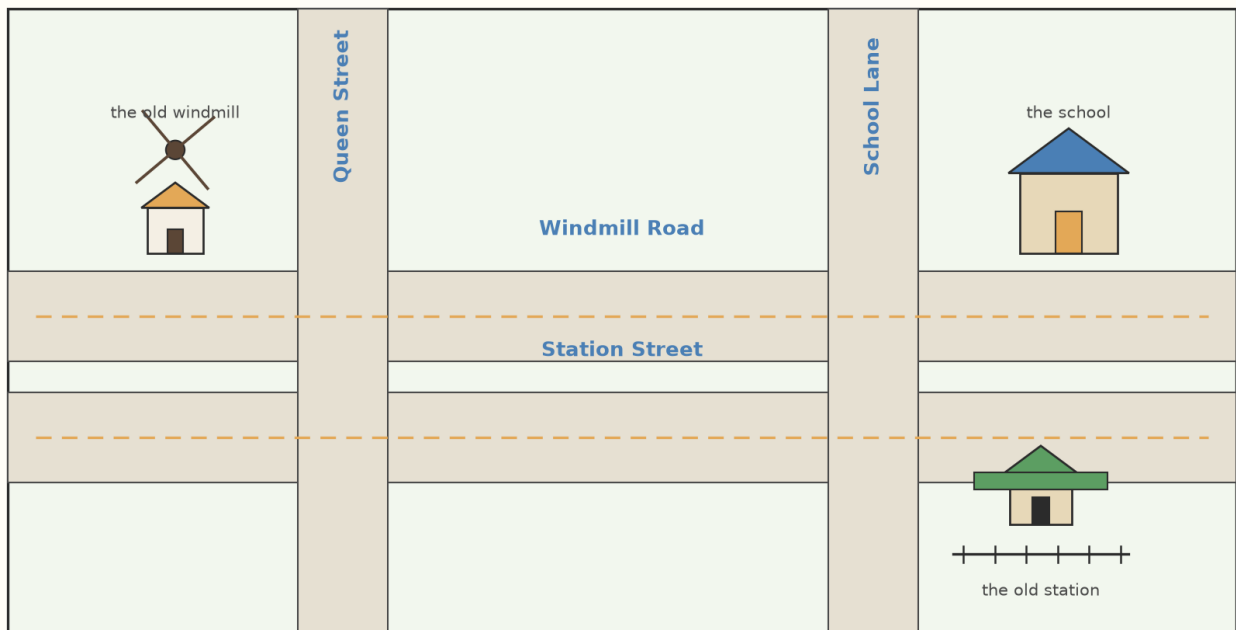
The past is all around us

Change and continuity are not only in books. They are right outside the door.

Take a walk in your town and look for signs of the past. Street names can hold on to the past. Look at the town on this map. It is not a real town — we drew it for this book.

Street names keep the past

A town we drew for this book — names can tell us what was once there



Why is it called Station Street? What can you see on the map?

A map of a town we drew for this book. It is not a real town. It has Station Street with a train line and an old station, Windmill Road with an old windmill, School Lane with a school, and Queen Street. Under the map, why is it called Station Street? What can you see on the map?

- **Station Street** has a train line, and an old station.
- **Windmill Road** has an old windmill.
- **School Lane** has the school.

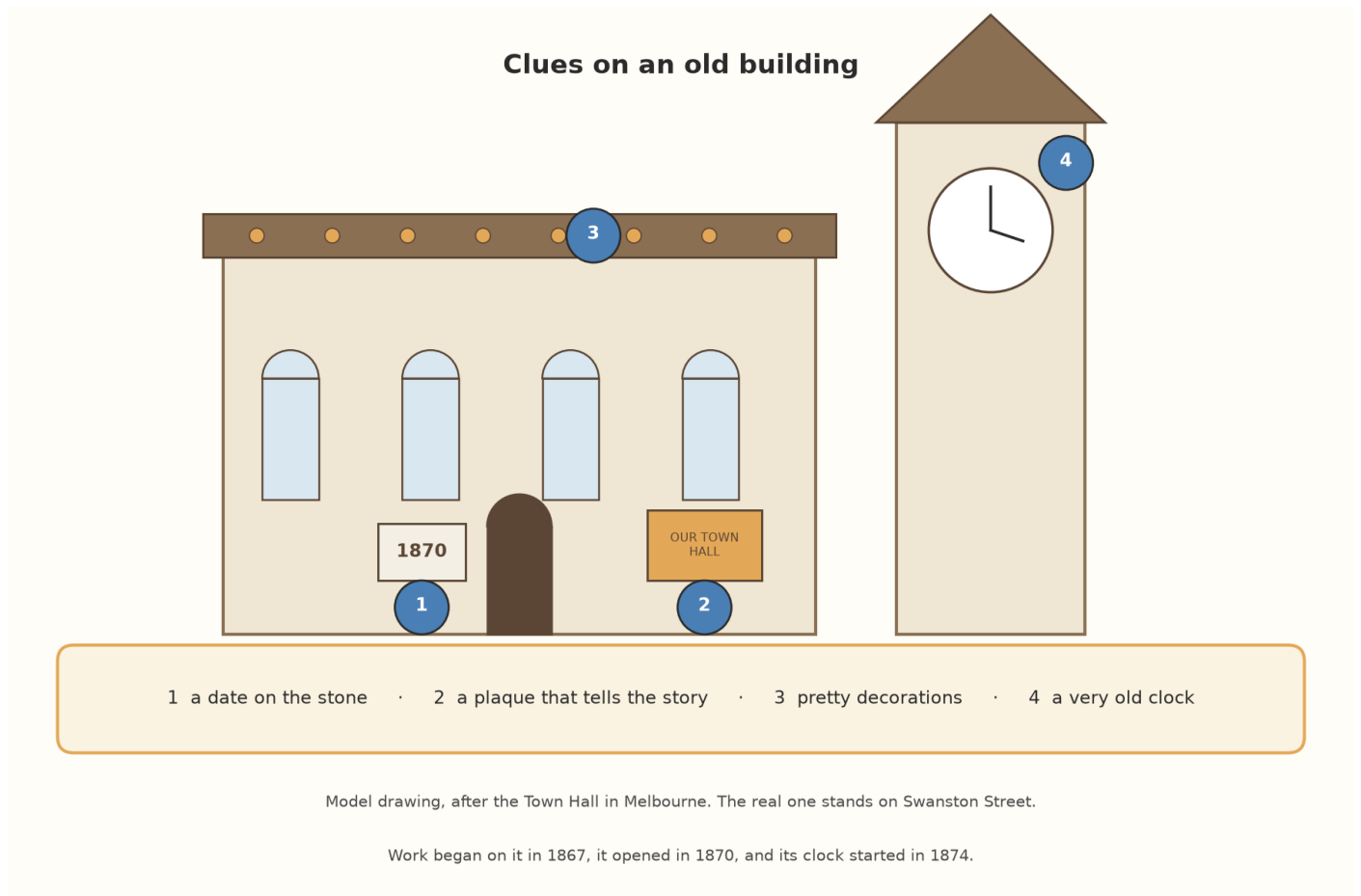
The names tell us what was there long ago. A street can also be named after a person. **Queen Street** is named after a queen from long ago.

Old buildings are signs of the past too. You met some of these special places in 1E. And towns keep changing. New houses and shops go up. Some old buildings stay.

What signs of the past can you see near your home or school?

Clues on an old building

Old buildings have clues on them, just like old toys do. Look up, and look with care!



A drawing of an old building with a clock tower, with four numbered clues. One, a date on the stone, 1870. Two, a plaque that tells the story, our town hall. Three, pretty decorations along the top. Four, a very old clock. Under the drawing, model drawing, after the Town Hall in Melbourne. The real one stands on Swanston Street. People started to build it in 1867, it opened in 1870, and its clock started in 1874.

Here are four clues to look for:

1. **A date on a stone.** This one says 1870. A date can tell us how old a building is.
2. **A plaque.** A plaque is a small sign on a wall. It tells the story of the place.
3. **Decorations.** Decorations are the pretty shapes people put on a building to make it look nice.
4. **A very old clock.**

Real story. The Town Hall in Melbourne is a real old building. It stands on Swanston Street. People started to build it in 1867. A prince came and put the first stone in place! It opened in 1870 with a big party. Its big clock started in 1874. The clock face is wider than a tall person. Today, the Town Hall is still there, and its clues help us see its past.

Source: Wikipedia, "Melbourne Town Hall", read on 24 August 2026.

Stories can tell us too

Things and buildings are not the only sources. People are sources too.

Your mum or dad, your grandma or grandpa, or an older person in your family can tell you stories about long ago. Their stories are sources. Listen, then write down what you hear.

Leo did this. He asked his Grandma Rosa about phones.

A story from my family

Leo asked his Grandma Rosa, listened, and wrote it down

A story from my family

Who told me?

My Grandma Rosa.

What did she say?

"When I was little, our phone had a long cord. It sat on a table. You could not carry it around."

What changed?

Phones are small now. We can carry them with us.

What stayed the same?

We still talk to people who are far away.



the old phone
in Rosa's story



Grandma Rosa

Leo's story sheet, filled in. Who told me? My Grandma Rosa. What did she say? When I was little, our phone had a long cord. It sat on a table. You could not carry it around. What changed? Phones are small now. We can carry them with us. What stayed the same? We still talk to people who are far away. Next to the sheet, a drawing of the old phone in Rosa's story, and Grandma Rosa.

Then Leo found continuity and change in her story:

- **What changed?** Phones changed a lot. Old phones had a long cord and stayed on a table. Now, phones are small, and we carry them with us.
- **What stayed the same?** We still talk to people who are far away.

You can do the same. Ask. Listen. Write it down. Then ask: what changed? What stayed the same?

Your writing

Now write about one thing. Use the starts below. You can pick toys, phones, lights, books or food.

My then-and-now writing

Use the starts to write about one thing

Long ago, people washed the clothes by hand.

Now, we use a washing machine.

One thing that changed: washing is much faster now.

One thing that stayed the same: we all still wear clean clothes.

Now you try! Pick one thing: toys, phones, lights, books or food.

A writing sheet with four sentence starts, each one finished as a model. Long ago, people washed the clothes by hand. Now, we use a washing machine. One thing that changed, washing is much faster now. One thing that stayed the same, we all still wear clean clothes. Under the sheet, now you try! Pick one thing, toys, phones, lights, books or food.

Practice questions

Scaffolded

- Q1.** Look at the picture of you as a baby and you now. (a) Write one thing that changed. (b) Write one thing that stayed the same.
- Q2.** Sort these into **long ago** and **now**: a candle, a light bulb, a spinning top, a hand-held game, a washing machine.
- Q3.** Look at the old teddy picture. Write two clues that tell you the teddy is old.
- Q4.** Look at the town map. (a) Why is it called Station Street? (b) What can you see on Windmill Road?
- Q5.** Look at the old building picture. Write two of its clues.

Un scaffolded

- Q6.** Ask someone in your family about when they were little. Ask: what games did you play? Write or draw what they say. Then write one thing that changed and one thing that stayed the same.
- Q7.** Pick one thing: toys, phones, lights, books or food. Write four sentences about it. Use the starts from **Your writing**.

Q8. Think about the streets near your school or your home. Does a name hold on to the past? Write about one street and what its name tells you.

Q9. Find an old thing at your home or at school. Draw it. Add two clues that show it is old.

Q10. Think about your town. Write one way it changed and one way it stayed the same.

Answers

Q1. Answers will be different; for example, (a) I am bigger now; (b) I still have the same name. **Q2.** Long ago: the candle, the spinning top. Now: the light bulb, the hand-held game, the washing machine. **Q3.** Any two of: the colour has faded; it has soft, worn spots; it has a patch and stitches; it looks like the things in old photos. **Q4.** (a) Because the train line and the old station are there. (b) The old windmill. **Q5.** Any two of: a date on a stone; a plaque; pretty decorations; a very old clock. **Q6.** Answers will be different — every family has its own story. Check for a story from an older person, and one change and one thing that stayed the same. **Q7.** Answers will be different. Check for a long-ago sentence, a now sentence, one change and one thing that stayed the same. **Q8.** Answers will be your own. A good answer says what the street is called and what the name tells us about the past. **Q9.** Answers will be different. Check for a drawing of one old thing and two clues. **Q10.** Answers will be your own; for example, new houses went up, and the old hall is still there.

Sources

Real-story facts in this section, read on 24 August 2026:

- Wikipedia, “Melbourne Town Hall” — people started to build it in 1867; the Town Hall opened in 1870; its clock started in 1874; it stands on Swanston Street in Melbourne.

Everything else in this section was made for this book: the town map we drew, Leo’s story sheet, and all the people and families named are book characters or models.

For the teacher (not student-facing)

- **Owens:** VC2HH2S05 (Historical Concepts and Skills, Continuity and change, Foundation to Level 2).
- **Elaborations as taught (ids per TOC D7):**
 - VC2HH2S05.E01 — defining change and continuity from the student’s own experience → “You are changing — and staying the same” (baby-to-now).
 - VC2HH2S05.E02 — (our words) putting old and new versions of the same kind of thing side by side (the book’s pairs: toys, phones, lights, washing; the elaboration’s own examples include toys, phones and household items) → “Old things and new things”, Q2, Q7.
 - VC2HH2S05.E03 — (our words) telling old things from new ones by reading the clues in how worn or fresh a thing looks → “How can you tell that a thing is old?”, Q3, Q9.
 - VC2HH2S05.E04 — (our words) finding the traces of the past still visible around the local area today (place and street names, old buildings) → “The past is all around us”, Q4, Q8, Q10. The First Nations examples named in other elaborations of this sub-strand are excluded per TOC §2A / D5 and are not taught or re-introduced.
 - VC2HH2S05.E05 — (our words) naming the parts of an old site that show its age (dates, decorations, plaques) → “Clues on an old building” with the sourced Melbourne Town Hall real story; Q5.
 - VC2HH2S05.E06 — taught in its NEUTRALISED form per TOC §2A / D5: “Elders” is dropped; the tellers of stories are taught as parents, grandparents and familiar older people → “Stories can tell us too” (Leo and Grandma Rosa’s phone story), Q6. The concluding work (what changed / stayed the same; how places change) runs through the writing frame and Q7–Q10.
- **Pairs (TOC D4):** exercised on Chapter 1 content — 1C (daily life then and now) and 1F (changing technology); the old-places work builds on 1E. Section 2A questioning and 2C sources are used throughout.
- **Band AS sentence exercised:** sentence 6 of the band standard, first half (referred to by number only) — in our words: children spot what changes and what continues in day-to-day life when past and present are compared.
- **Level boundaries respected (§4):** no scaled or dated timelines; no primary/secondary source labels; work on why changes happen, and on what follows from them, is deliberately not taught here — that is Section 3B (VC2HH2S06).

- **Contested terms (house policy):** *continuity* and *change* are operationalised in the Word box and used in that sense throughout; *plaque* and *decorations* are defined at first use.
- **Sourcing (SOURCE_USE):** the one real-world referent (Melbourne Town Hall: foundation stone 1867, opened 1870, clock started 1874, Swanston Street) is cited inline and in Sources to Wikipedia, “Melbourne Town Hall”, retrieved 2026-08-24; verified against the article’s text that day. The town map is explicitly made up; Leo, Grandma Rosa and the family stories are the book’s own characters (Rosa and Leo established in 1A/1B).
- **Aboriginal and Torres Strait Islander content:** excluded per CONTENT_POLICY Rule 1; the §2A register in TOC.md records the E06 neutralisation. Nothing excluded is taught or re-introduced.
- **Vocabulary:** student-facing text passes the house word-level gate at ceiling rank 2 (`_gate_3a.py`); subject terms are defined at first use; proper nouns and numerals are exempt; unplaced words are reported only.

Causes and consequences: why changes happen and what happens after

History Level 2 · Chapter 3 · Section 3B Strand: Historical Concepts and Skills · **Sub-strand:** Causes and consequences **Content description:** VC2HH2S06 **Draws on:** VC2HH2S06.E01 · VC2HH2S06.E02 · VC2HH2S06.E03 · VC2HH2S06.E04

Teacher note: in this section, students use the changes from 1C (daily life then and now) and 1F (changing technology) to work on this skill.

Word box — new words in this section

Word	What it means in this book
change	when something becomes different
cause	why something happens
consequence	what happens after a change
technology	things people make and use to do a job. Phones, TVs and computers are technology.

Some words have more than one meaning. Other books may use these words in other ways. The meanings here are the ones this book uses.

What is a cause? What is a consequence?

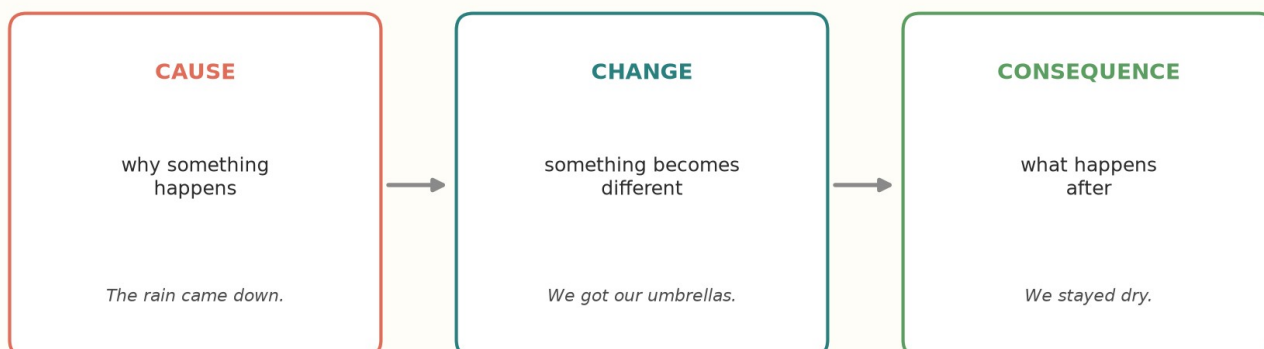
Things change all the time — at home, at school, in our town.

When something changes, we can ask two questions:

- **Why did it happen?** The answer is a cause.
- **What happened after?** The answer is a consequence.

Cause, change, consequence

Three words we use in this section



A cause makes a change happen. A consequence comes after the change.

Three cards joined by arrows. The first card says CAUSE, why something happens, with the example, the rain came down. The middle card says CHANGE, something becomes different, we got our umbrellas. The last card says CONSEQUENCE, what happens after, we stayed dry.

One change can have more than one cause. It can have more than one consequence too.

When we look at the past, we find causes and consequences the same way:

How to find a cause and a consequence



Three step cards. Step 1, find a change, what is different now. Step 2, ask why did it happen, that is the cause. Step 3, ask what happened after, that is the consequence.

Worked example — Mai's chart

Mai looked at the changes from 1C and 1F. Then she filled in a chart.

Mai's cause and consequence chart

A model — you can make one too

The change	Why did it happen? (the cause)	What happened after? (the consequence)
Phones	People wanted to talk to family far away.	We can ring family any time. Letters are not the only way.
TVs	People wanted to watch shows at home.	Families watch shows together. We see far-away places.
Computers	People wanted machines that could do hard sums fast.	Some people work at home. We use computers at school.

Mai filled in her chart about the changes from 1C and 1F.

Mai's filled-in chart with three rows, phones, TVs and computers. Each row shows the change, why it happened, the cause, and what happened after, the consequence.

A chart like this works for any change. You can make one too.

Telephones — a change in how we talk

Long ago, people sent news and messages in letters. A letter can take days to get to a far-away town.

People wanted to talk to family and friends far away — not next week, but now. That want was a **cause**.

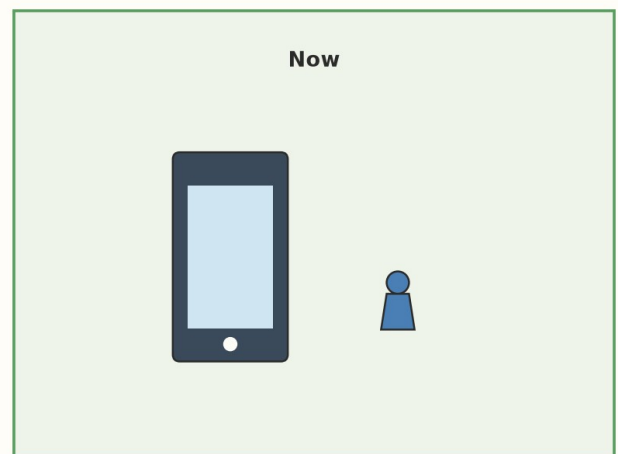
Real story. In 1876, Alexander Graham Bell was one of the first people to make a phone that could send talking along a wire. Other people were working on the same idea at the same time, so more than one person helped give us the phone. One of the first things Bell said down his new phone was, “Mr. Watson, come here. I want to see you.” His helper, Thomas Watson, was in the next room.

Source: Wikipedia, “Invention of the telephone”, read on 24 August 2026.

Phones: long ago and now



A phone with a cord.
It stayed on the wall.

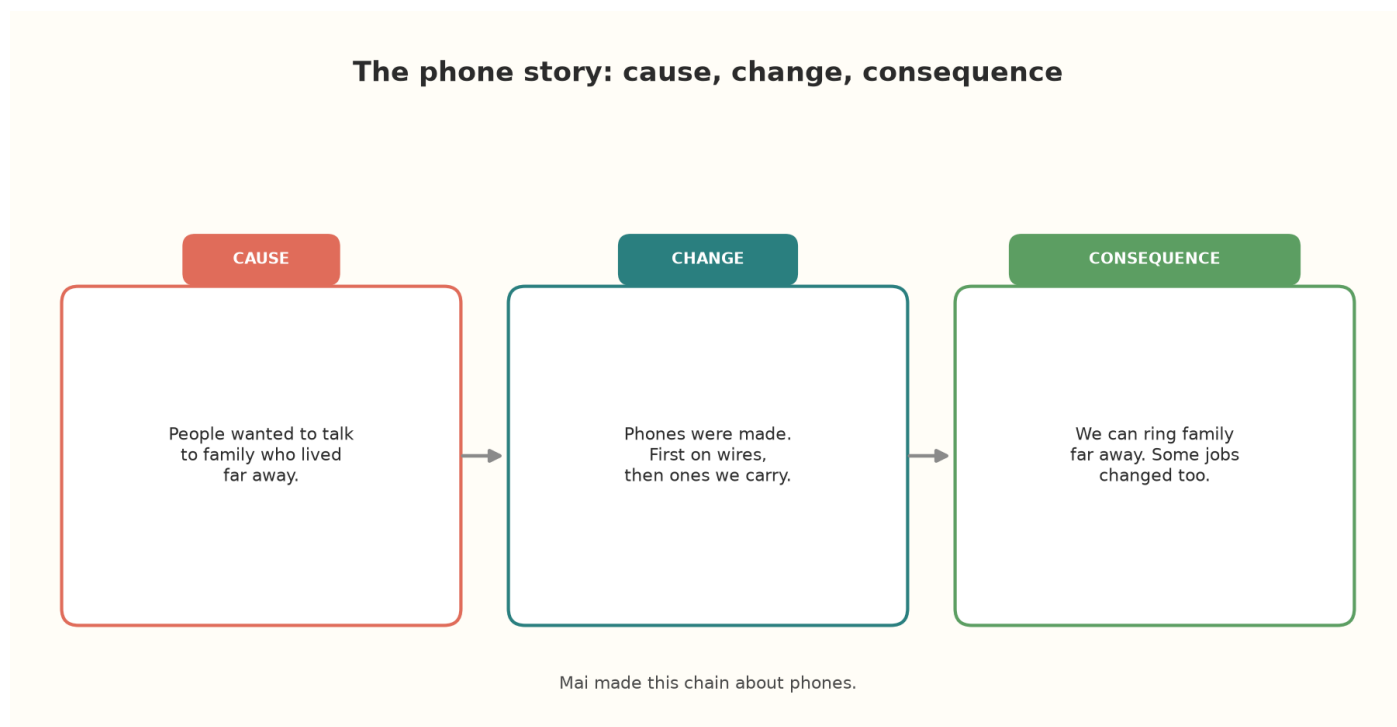


A phone we can carry
with us.

What is the same? People still talk to the people they love.

Two pictures side by side. Left, long ago, an old phone with a cord that stayed on the wall. Right, now, a phone we can carry with us. At the bottom, what is the same, people still talk to the people they love.

Here is the whole phone story as cause, change and consequence:



A chain of three cards. Cause, people wanted to talk to family who lived far away. Change, phones were made, first on wires, then ones we carry. Consequence, we can ring family far away, and some jobs changed too.

Long ago, some phones needed a helper in an office to join your call to the other phone. When new phones came, that job changed. Jobs can be a consequence too.

Televisions — a change in how we watch

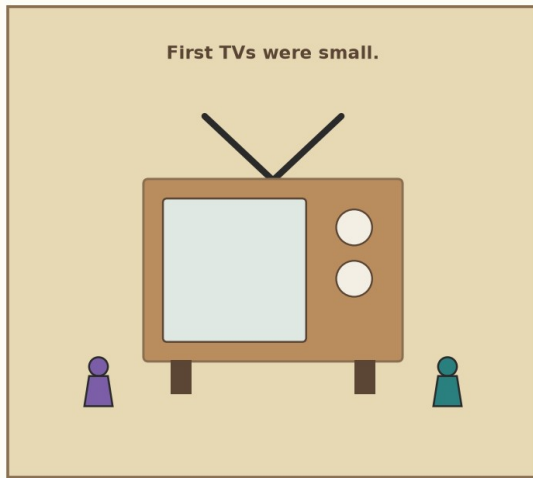
Long ago there were no TVs. Families listened to the radio, read books and played games together.

Then TV came to Australia.

Real story. The first TV shows went to air in Sydney in September 1956, and in Melbourne in November 1956. The Olympic Games were in Melbourne that same year, and many families wanted a TV to watch. After 1956, more and more homes got a TV.

Source: Wikipedia, "Television in Australia", read on 24 August 2026.

Television came to Australia in 1956



September 1956

The first TV shows went to air in Sydney.

November 1956

The first TV shows went to air in Melbourne.

A big sports year

The Olympic Games were in Melbourne in 1956. Many families wanted a TV.

After 1956, more and more homes got a TV.

A picture of a first TV next to two people, with the words first TVs were small. Beside it, three fact cards. September 1956, the first TV shows went to air in Sydney. November 1956, the first TV shows went to air in Melbourne. A big sports year, the Olympic Games were in Melbourne in 1956, and many families wanted a TV. At the bottom, after 1956, more and more homes got a TV.

Cause: people wanted to see shows and news at home. Consequence: families sat together to watch, and far-away places felt closer.

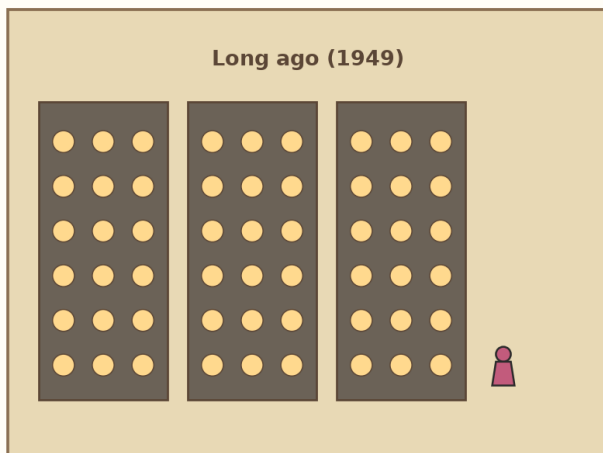
Computers — a change in how and where we work

Real story. Australia's first computer was made in 1949. Its name was CSIRAC, and it filled a big room. Today you can see CSIRAC at Scienceworks in Melbourne.

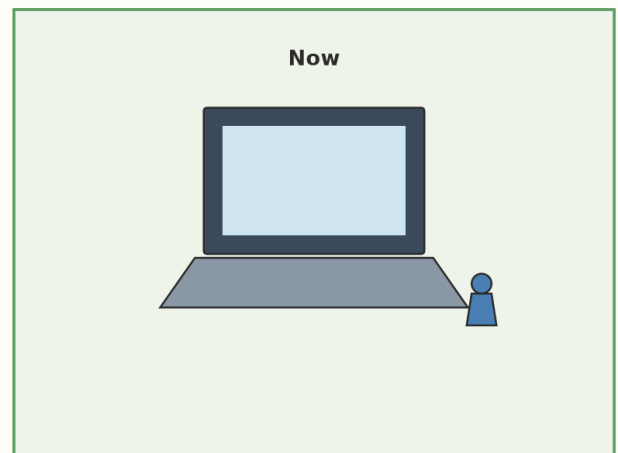
Source: Wikipedia, "CSIRAC", read on 24 August 2026.

Computers can be small now. A laptop is small enough to sit on your lap.

Computers: long ago and now



Australia's first computer filled a big room. Its name was CSIRAC.



A laptop is small enough to sit on your lap.

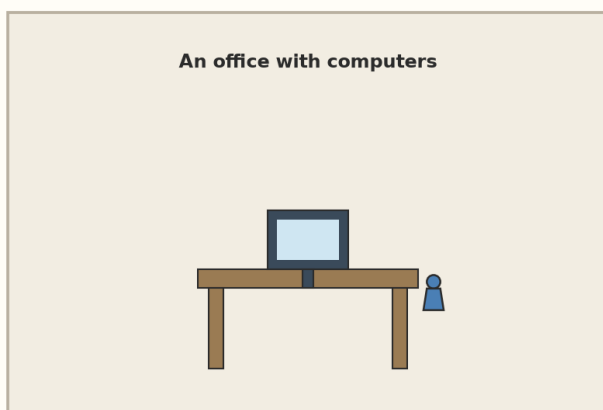
You can see CSIRAC today at Scienceworks in Melbourne.

Two pictures side by side. Left, long ago in 1949, tall walls of lights, Australia's first computer, CSIRAC, filled a big room. Right, now, a laptop small enough to sit on your lap. At the bottom, you can see CSIRAC today at Scienceworks in Melbourne.

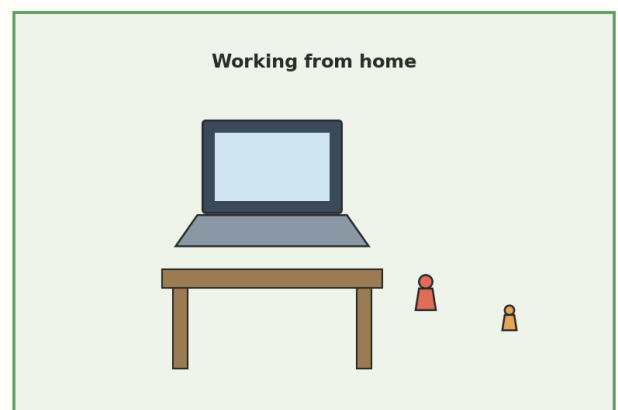
Computers changed **how** people work. Hard sums and long lists are quick now. Computers changed **where** people work too. Some people work at home now — like Mai's mum, Linh.

Computers changed where people work

Mai's mum, Linh, works with a computer



Some people go to an office to work.



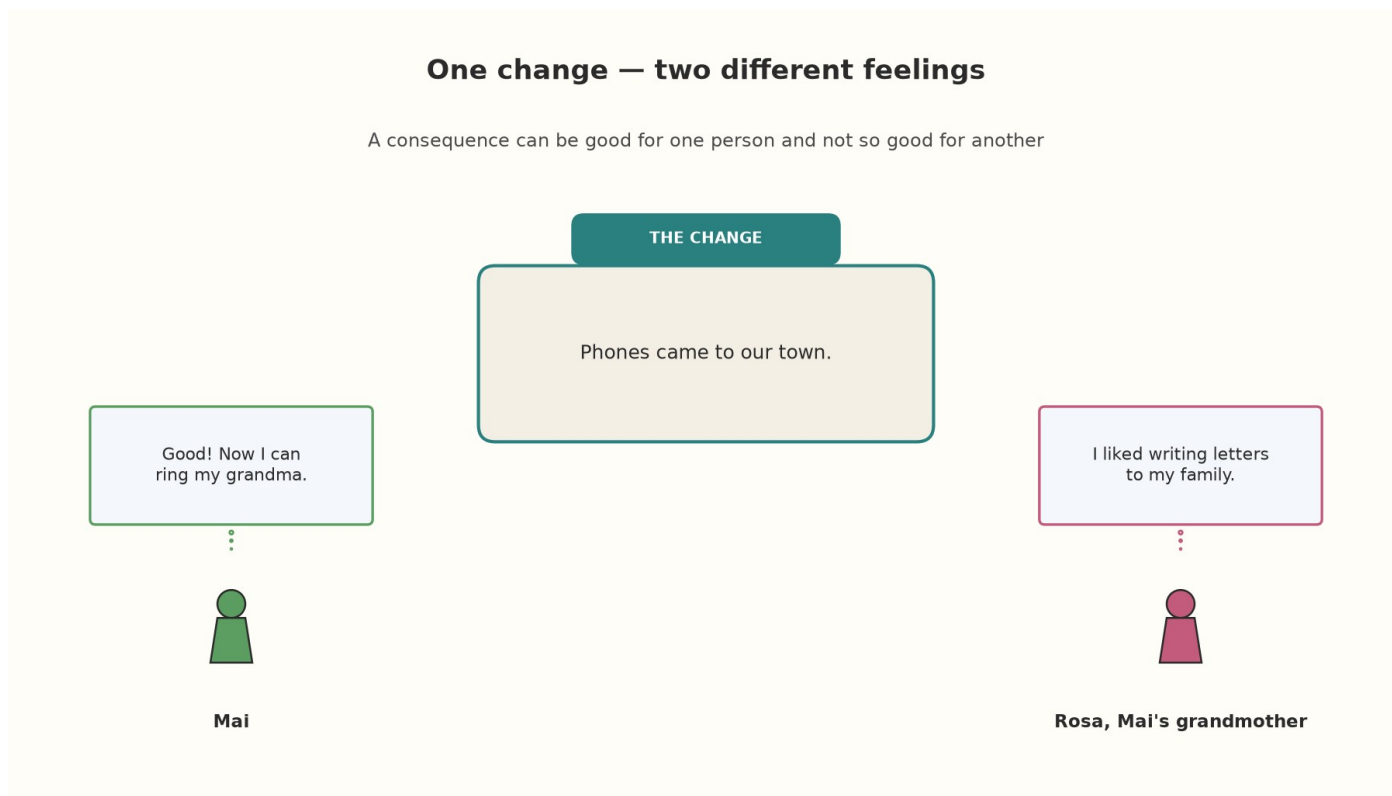
Linh works at home with her laptop some days.

Two pictures side by side. Left, an office with a computer on a desk, some people go to an office to work. Right, working from home, Linh works at home with her laptop some days, while a child plays nearby.

Good, or not so good?

Consequences are not all the same. The same change can be good for one person and not so good for another.

Look at Mai and her grandmother, Rosa. One change — phones came to their town — and two feelings:



One change card, phones came to our town, with two feelings under it. Mai says, good, now I can ring my grandma. Her grandmother Rosa says, I liked writing letters to my family.

Mai thinks the change is good. Rosa is not so sure. Both feelings are real. When we look at the past, we ask: good for who? Not so good for who?

Practice questions

Scaffolded

Q1. It is night. The room is dark. You turn on the light. Why did you turn it on? Is your answer a cause or a consequence?

Q2. The light is on now. What happens after? Is your answer a cause or a consequence?

Q3. The change: your family gets a new TV. One cause: people at home wanted to watch shows. Write one consequence.

Q4. Look at the phone picture above. Write one thing that is the same, and one thing that is different.

Q5. Fill in a chart like Mai's for one change at your home. It may be a new phone, a new stove or a new toy. Write the change, the cause and the consequence.

Un scaffolded

Q6. Write about one change at your home or school. Tell the cause and the consequence.

Q7. Computers changed the way people work, and the places where people work. Write two things that changed.

Q8. TVs came to Australia in 1956. Write one good thing about TVs and one not-so-good thing.

Q9. Ask someone at home the questions on these cards. Write or draw one answer.

Questions to ask at home

 What is one thing that changed since you were small?	 What did people use before the change?	 Why did the change happen?
 What happened after the change?	 Who liked the change? Who did not?	 Can you show me a photo or an old thing?

Six question cards to ask at home. What is one thing that changed since you were small? What did people use before the change? Why did the change happen? What happened after the change? Who liked the change, who did not? Can you show me a photo or an old thing?

Q10. Draw a picture of long ago and a picture of now. Add one cause and one consequence to your pictures.

Answers

Q1. Because it was dark. That is the cause — it tells why the change happened. **Q2.** The room is light now and you can see. That is the consequence — it tells what happened after. **Q3.** Answers will be different; for example, the family watches shows together at night. **Q4.** Same: people still talk to the people they love. Different: old phones stayed on the wall; new phones we can carry. **Q5.** Answers will be different. Check for a change, a why and a what-happened-after. **Q6.** Answers will be different. Check for a cause and a consequence. **Q7.** For example: some people work at home now; hard sums are quick now. **Q8.** For example: good — families watch shows together; not so good — some people watch TV instead of playing outside. **Q9.** Answers will be different — every family has its own story. **Q10.** Check for a long-ago picture, a now picture, a cause and a consequence.

Sources

Real-story facts in this section, read on 24 August 2026:

- Wikipedia, “Invention of the telephone” — Alexander Graham Bell’s phone of 1876; other people working on the same idea; the first words down the phone.
- Wikipedia, “Television in Australia” — first TV shows in Sydney (September 1956) and Melbourne (November 1956); the 1956 Olympic Games in Melbourne.
- Wikipedia, “CSIRAC” — Australia’s first computer, made in 1949; it filled a big room; you can see it at Scienceworks in Melbourne.

Significance: why people, places and events matter

New ideas

The big idea. The Victorian Curriculum uses the word *significant*. It does not tell us what the word means. So here is what we mean: **significant** means important in a special way, and worth remembering. **Significance** is what makes something significant.

When something is significant, people remember it. People take care of it. People come back to it.

Words we are learning

New words for this section

significant important in a special way, worth remembering	significance what makes something significant
commemorate to do something special to remember a person or an event	memorial something we make to help us remember

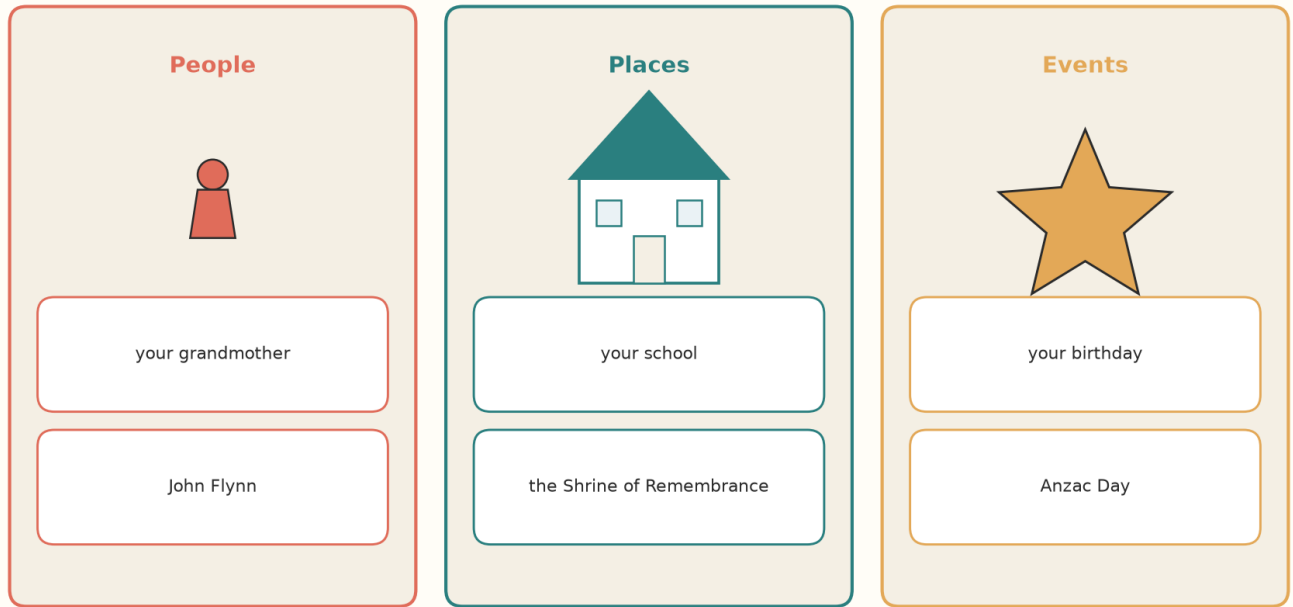
We learn what each word means as we go through this section.

Four word cards for significant, significance, commemorate and memorial, each with a simple meaning

Here are two more new words: to **commemorate** means to do something special to remember a person or an event, and a **memorial** is something we make to help us remember.

Three kinds of significant things. Significant things are often people, places or events. Some are from your own family. Some are from your community. (Your community is the people who live and work near you.)

Significant things are often people, places or events



Three groups of cards labelled People, Places and Events, each with a small drawing and two example cards

Your grandmother is a significant person. Your school is a significant place. Your birthday is a significant event. John Flynn, the Shrine of Remembrance and Anzac Day are significant too. We will find out why soon.

How do we decide? Our class list of rules. Our class made this list together. We use it to decide if something is significant.

What makes something significant?

Our class made this list of rules together

- 1 Many people think it is important.
- 2 It is very important to some people.
- 3 People remember it for a long time.
- 4 It changed how people live.
- 5 We still take care of it, or still celebrate it.

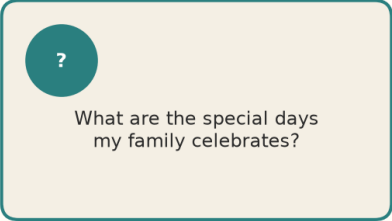
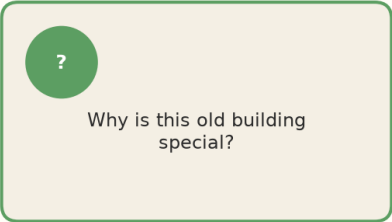
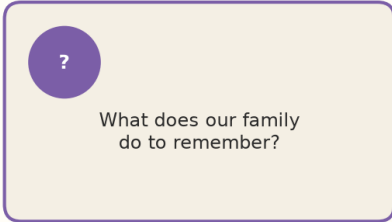
Something can be significant if it has one of these. Many have two or more.

Our class list of five numbered rules for deciding whether something is significant

Something can be significant if it has just one of these. Many have two or more.

Questions we can ask. Asking questions helps us find out why something is special.

Questions we can ask

 What are the special days my family celebrates?	 Why do my favourite places matter to me?	 Who do we remember on Anzac Day?
 Why is this old building special?	 Who helps people in our town?	 What does our family do to remember?

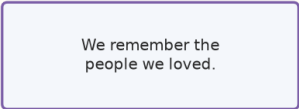
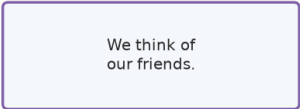
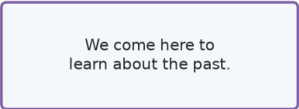
Six question cards: What are the special days my family celebrates? Why do my favourite places matter to me? Who do we remember on Anzac Day? Why is this old building special? Who helps people in our town? What does our family do to remember?

The same place can matter to different people, for different reasons. Look at the Shrine of Remembrance in Melbourne. It is a memorial. Three groups visit it, and each group has its own reason.

The same place, different people, different reasons

The Shrine of Remembrance, Melbourne



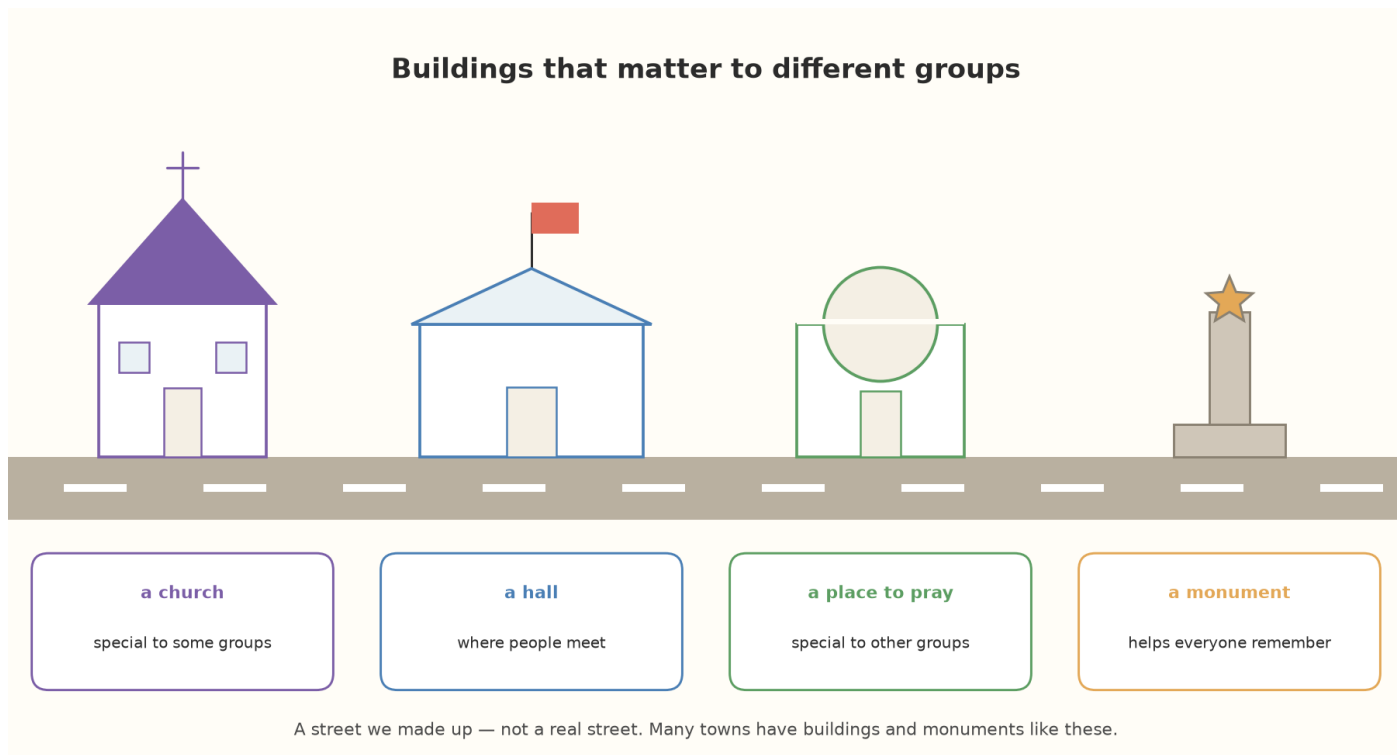
 ⋮  A family	 ⋮  People who served	 ⋮  A school class
--	---	--

One place can be important to many people, each for their own reason.

The Shrine of Remembrance with three groups below it: a family, people who served, and a school class, each with a speech bubble giving their own reason for visiting

One place can be important to many people, each for their own reason.

The same is true in many towns. One street can have buildings and monuments that matter to different **cultural** groups. A cultural group is a group of people who share the same celebrations, the same food and the same ways of praying. A church is special to one group. A place to pray is special to another group. A monument helps everyone remember.



A street we made up, with a church, a hall, a place to pray and a monument, each with a card saying who it matters to

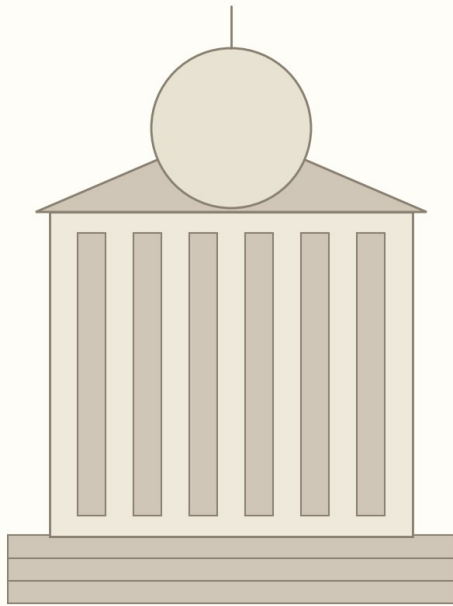
That street is one we made up, not a real street. But many real towns have buildings and monuments like these.

Examples we do together

Example 1 — a significant place

Here is a short report about a real building. It tells when and where the building went up, why people built it, who built it, and why people still value it today. (Valued means people think it is important, and still take care of it.)

A model report: a significant place



Royal Exhibition Building, Melbourne

Sources: UNESCO World Heritage List; Museums Victoria.
Looked at on 24 August 2026. The drawing is our own model.

What is it?

The Royal Exhibition Building.

Where is it?

In Melbourne.

When was it built?

In 1880. That is a long time ago.

Why was it built?

For a big show. People from many countries came to see new things.

Who made it?

Workers in Melbourne made it.
A man called Joseph Reed designed it.

Why is it valued today?

Australia became one country, and the new country's first big meeting was here. It is on a world list of special old buildings.

A model report about the Royal Exhibition Building: what it is, where it is, when it was built, why it was built, who made it and why people value it today, with a simple drawing of the building

Now we check our class list of rules:

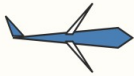
1. *Many people think it is important.* Yes. It is on a world list of special old buildings.
2. *People remember it for a long time.* Yes. It was built in 1880. That is a long time ago.
3. *It changed how people live.* Yes. Australia became one country, and the new country's first big meeting was here.
4. *We still take care of it.* Yes. People in Melbourne still look after it.

It has more than one, so we can say: the Royal Exhibition Building is a significant place.

Example 2 — a significant person

Here is a short life story about a real person. It tells why he is significant.

A model report: a significant person



John Flynn

Who is he?

John Flynn lived in Australia a long time ago.

What did he see?

Families on farms lived far from towns.
No doctor could get to them fast.

What did he do?

He worked hard. In 1928, he started a new service. Doctors flew to help.

What happened next?

Homes far away got a radio. Families could call for help fast.

Why is he significant?

Today, flying doctors still help people far from towns. That is why he is significant.

Source: Royal Flying Doctor Service.
Looked at on 24 August 2026. The drawing is our own model.

A model report about John Flynn: who he is, what he saw, what he did, what happened next and why he is significant, with simple drawings of John Flynn and of doctors flying to help

We check the rules again:

1. *It changed how people live.* Yes. Before John Flynn, families on farms could not get a doctor fast. After he started his new service, doctors flew to help.
2. *We still take care of it, or still celebrate it.* Yes. Today, flying doctors still help people far from towns.

That is why John Flynn is a significant person.

Example 3 — a significant event

In 1D we looked at special days: days our families celebrate, and days we remember. Anzac Day is a significant event. On Anzac Day we commemorate: we do something special to remember.

A significant event: Anzac Day

What is it?

Anzac Day — a day
to remember

When is it?

25 April,
every year

Who do we remember?

All the Australians who
served and died in war

How do we remember?

Dawn meetings, marches
and red poppies



A poppy is a red flower. People wear one to remember.

Four cards about Anzac Day: what it is, when it is, who we remember, and how we remember, with a drawing of a red poppy

We check the rules:

1. *Many people think it is important.* Yes. People all over Australia remember on this day.
2. *People remember it for a long time.* Yes. People have remembered for a very long time, and they still do.
3. *We still take care of it, or still celebrate it.* Yes. Early in the morning, people meet at a memorial like the Shrine. There are marches. People wear red poppies.

Anzac Day is a significant event.

Practice questions

Q1. Sort the eight cards into people, places and events.

Sort the cards

Is each card a person, a place or an event?

John Flynn	Grandmother Rosa	the Shrine of Remembrance	your school hall
Anzac Day	your birthday	a war memorial	Lunar New Year
People	Places	Events	

Eight cards to sort: John Flynn, Grandmother Rosa, the Shrine of Remembrance, your school hall, Anzac Day, your birthday, a war memorial, Lunar New Year; with three boxes labelled People, Places and Events

Q2. Look back at Example 1. Which rules from our class list does the Royal Exhibition Building have? Name two.

Q3. Look back at Example 2. Tell a friend why John Flynn is significant. Start with: “He is significant because ...”

Q4. Look at our picture of the Shrine of Remembrance. Why does a family go there? Why does a school class go there?

Q5. Look at the street we made up. Which building is important to one cultural group? Which one helps everyone remember?

Q6. In 1E we looked at places near our school that are special to us. Ask yourself: *What are the special days my family celebrates? Why do my favourite places matter to me?* Write or draw one answer.

Q7. Make your own significance star. Pick a person, a place or an event. Answer the four questions and draw it in the star.

My significance star



my person,
place or event

5. Draw it here.

1. Who or what is it?

2. Why is it important?

3. Who thinks it is important?

4. How do we remember it, or take care of it?

Mai's star is about her grandmother Rosa. Rosa tells stories about long ago.

Mai's family thinks Rosa is important. They listen to her stories and take care of her.

A big star to draw in, with the questions Who or what is it? Why is it important? Who thinks it is important? How do we remember it, or take care of it? and an example about Mai's grandmother Rosa

Answers

Q1. People: John Flynn, Grandmother Rosa. Places: the Shrine of Remembrance, your school hall, a war memorial. Events: Anzac Day, your birthday, Lunar New Year.

Q2. Any two of: many people think it is important; people remember it for a long time; it changed how people live; we still take care of it.

Q3. He is significant because he started a new service so doctors could fly to help families far from towns, and flying doctors still help people today.

Q4. A family goes to remember the people they loved. A school class goes to learn about the past.

Q5. The church is important to one cultural group (and a place to pray is important to another group). The monument helps everyone remember.

Q6. Answers will be your own.

Q7. Stars will be your own.

How we worked them out

Q1 — how we sort. We ask: is it a person, a place or an event? John Flynn is the name of a man, so he is a person. Grandmother Rosa is a person too. The Shrine of Remembrance is a building you can visit, so it is a place; your school hall and a war memorial are places too. Anzac Day, your birthday and Lunar New Year are special days, so they are events.

Q2 — how we check the rules. The report says the building is on a world list of special old buildings, so many people think it is important. It was built in 1880, so people have remembered it for a long time. The new country's first big meeting was here, so it changed how people live. People in Melbourne still look after it. Any two of these is a good answer.

Q3 — how we say it. We use the story: John Flynn saw that families on farms lived far from towns, and no doctor could get to them fast. He worked hard, and in 1928 he started a new service. Doctors flew to help. Today, flying doctors still help people far from towns. That is why he is significant.

Q5 — how we think about one street. Different groups find different buildings special. The church is special to one cultural group, and the place to pray is special to another group. The hall is where people meet. The monument helps everyone remember. One street can matter to many groups, each for their own reason.

Q7 — a model star. Mai's star is about her grandmother Rosa. 1. Who or what is it? My grandmother Rosa. 2. Why is it important? Rosa tells stories about long ago. 3. Who thinks it is important? Mai's family. 4. How do we remember it, or take care of it? They listen to her stories and take care of her. Now make your star your own.

Where we found out. Royal Flying Doctor Service; UNESCO World Heritage List; Museums Victoria. Looked at on 24 August 2026. The drawings here are our own models, not photos.

Communicating: telling our stories in time order

You have asked questions about the past (Topic 2A). You have put events in order (Topic 2B). You have looked at sources (Topic 2C). You have seen that two people can tell the same story in different ways (Topic 2D).

Now for the big job! You will tell your own stories about the past.

In this topic, you will put it all together. You will make a **chronological account** — that is, a story in time order — about your life, your family and the people close to you. You will use **historical terms** — words about the past — and information from your sources. This is the last topic in the book, and it uses everything you have learned!

Teacher note: this is the capstone topic of the book. Its task mirrors sentence 8 (the final sentence) of the Foundation to Level 2 achievement standard, referred to by number only — in our words: children tell the story of their own life, their family and the people and places around them, using history words and what their sources tell them. Per the TOC, decision D4, the accounts here are built from the material of Topics 1A and 1B (Mai's family and their stories), so no new material from home is needed. As in Topic 2A, offer every student a choice of person and source — a grandparent, an aunt or uncle, a neighbour, or another grown-up they know and trust — so no child is left out by their family or care situation. Accept spoken, drawn or written accounts: the elaborations value telling stories orally and through pictures (E02) and passing on community stories by word of mouth, with pictures, acting and photos (E04) as highly as writing. Do not introduce scaled or dated timelines, or primary/secondary source labels — these are Level 3–4 skills, and the first timelines of Topic 2B are sufficient. Subject terms are defined at first use in the student text: communicate, chronological, chronology, historical, history, artefact, community.

Our learning

What does *communicate* mean?

To **communicate** is to tell or share something with someone. You communicate when you talk. You communicate when you write, draw or show. In this topic, you will communicate stories about the past.

What is an account?

An **account** is a story about something that happened. Here is an account of a school day: *First we read a book. Next we had lunch. Then we went home.* See? That is an account — the things that happened, in the order they happened.

What does *chronological* mean?

Chronological (say it like this: *kron-o-LOJ-i-kul*) means *in time order*. A **chronological account** puts the first thing first and the last thing last.

Time order has a name too. **Chronology** (say it like this: *kro-NOL-o-je*) means time order. When you put events in order in Topic 2B, you were doing chronology!

A **timeline** is a line of pictures that shows events in time order. A chronological account is like a timeline made of words.

Time words — historical terms about time

Historical means *about the past*. A **historical term** is a word we use in history. Some historical terms are **time words**. A time word tells us *when* something happened.

Here are some time words. Can you use them all in one story?

Words about time

Time words tell us when something happened



Twelve time-word cards: now, today, yesterday, in the past, long ago, 1 year ago, 10 years ago, then, first, next, after and last

Your account uses sources

A good account uses **sources**. You met sources in Topic 2C. A source is something that helps us find out about the past. A photo is a source. A story from your grandmother is a source. An old thing from long ago is a source.

An old thing from the past has a special name: it is an **artefact** (say it like this: *AR-ti-fakt*). Grandma's old basket is an artefact. An old toy is an artefact. Artefacts tell us about the past too.

When you make your account, use what your sources tell you. You can say, *My grandmother told me ...* You can say, *In this photo, I can see ...*

History words to remember

This picture shows the five big words of this topic. We always say what each word means when we first use it.

History words we use

We say what each word means when we first use it

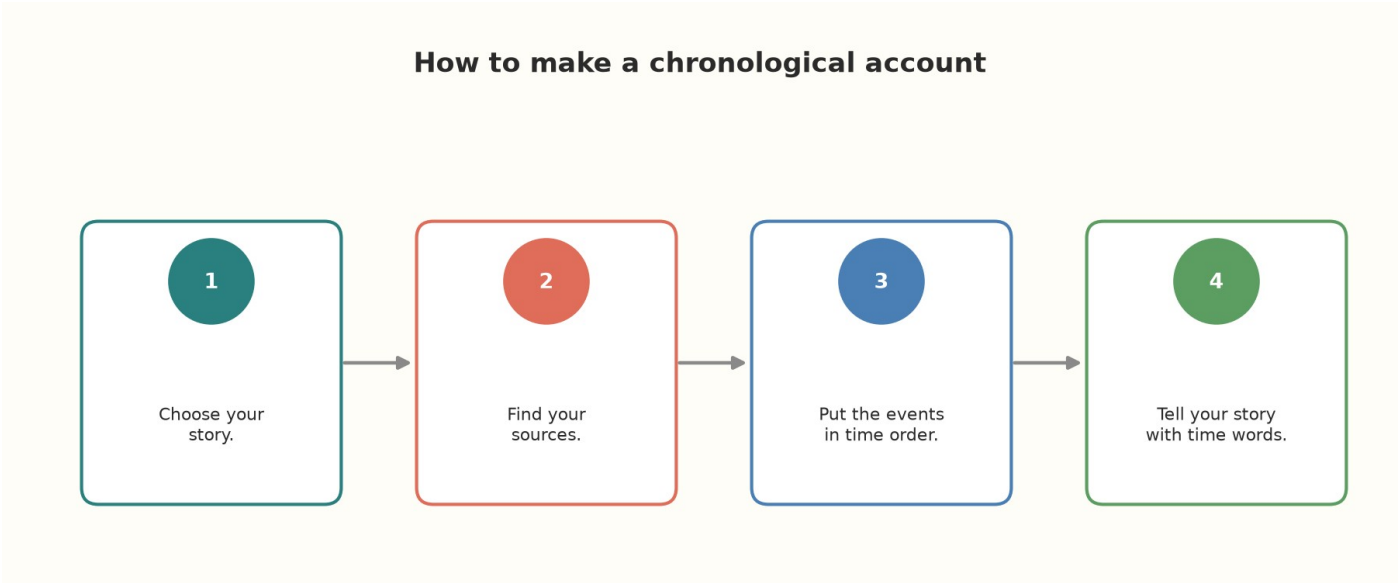
an account	the story you tell	an artefact	a thing from the past, like an old cup
chronological	in time order, first to last	historical terms	history words, like then, now and long ago
a source	something that helps us find out about the past	These words help us talk and write about the past.	

Five history words with a short meaning for each: an account, chronological, a source, an artefact and historical terms

How to make a chronological account — four steps

Step 1. Choose your story. You can tell a story about your life, your family or a special event.

- Step 2. Find your sources.** A photo, an old thing, or a story from someone you know.
- Step 3. Put the events in time order.** What happened first? What happened last?
- Step 4. Tell your story with time words.** Use words like *first*, *next*, *then* and *now*.



Four steps to make a chronological account: choose your story, find your sources, put the events in time order, and tell your story with time words

Worked examples

Example 1 — with help

Mai puts her story in time order

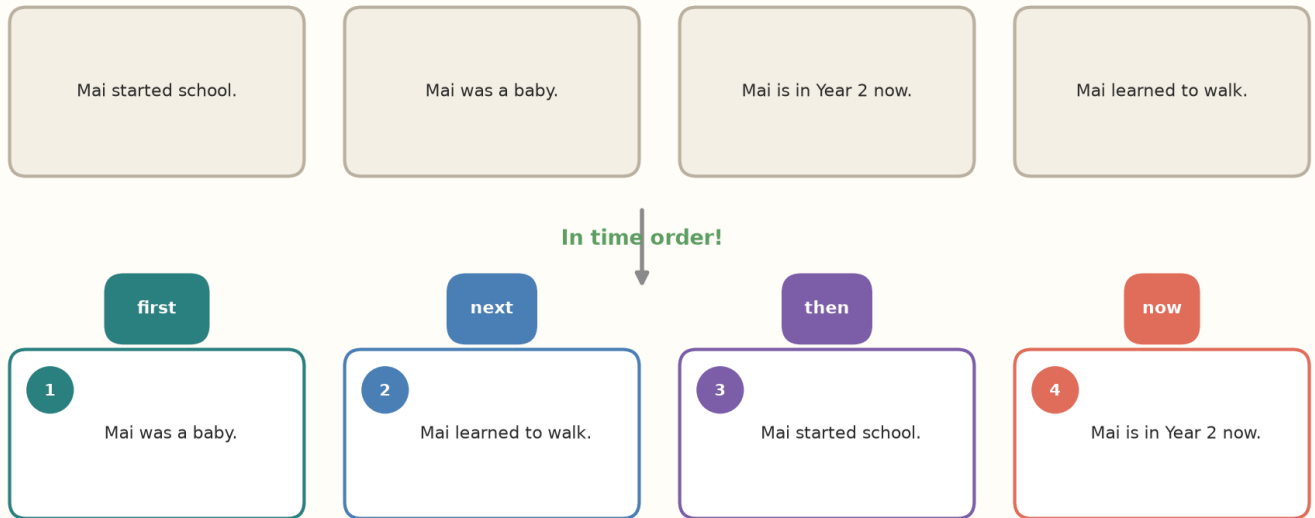
Mai wants to tell an account of her life. She has four story cards, but they are all mixed up! First, Mai puts them in time order — that is her chronology. Then she tells her account with time words.

Time word	Mai’s story
first	Mai was a baby.
next	Mai learned to walk.
then	Mai started school.
now	Mai is in Year 2.

Mai’s account is **chronological**: the baby first, Year 2 last. She used time words — *first*, *next*, *then*, *now* — so we always know *when*.

Put the story in time order

Mixed up!



Four story cards about Mai, mixed up on top, and the same four cards in time order below, numbered 1 to 4 with the time words *first*, *next*, *then* and *now*

Example 2 — with help

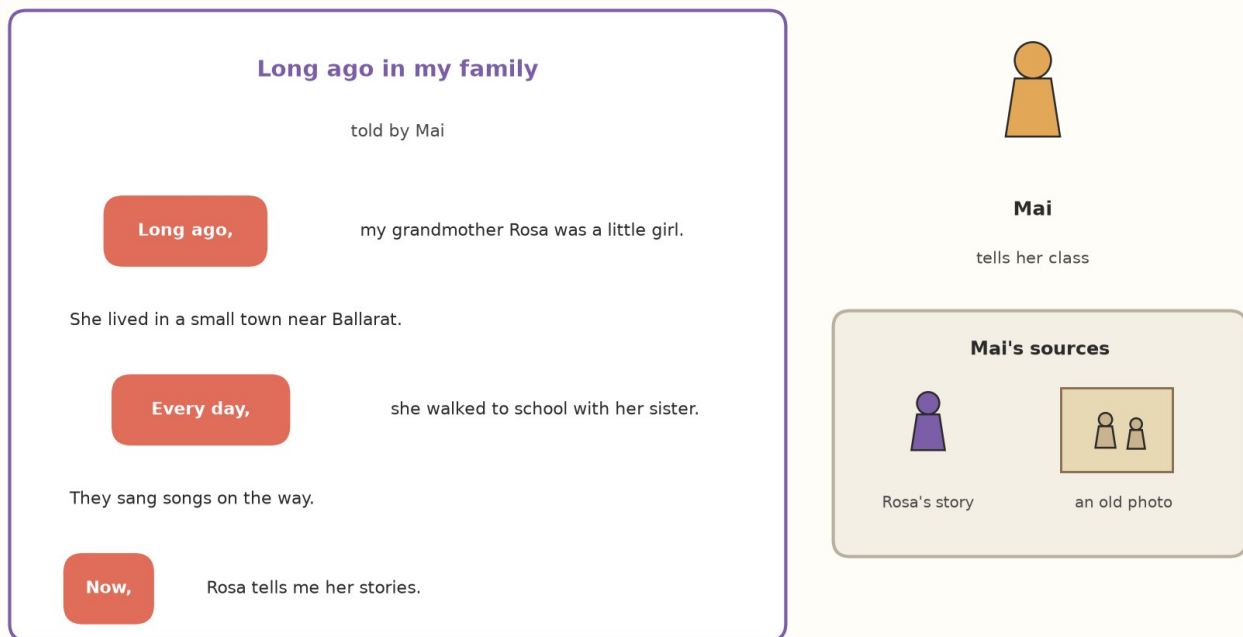
Mai tells a story from her grandmother's time

Mai asked her grandmother Rosa about when Rosa was little. Now Mai tells Rosa's story to her class. Here is Mai's account. The time words are **long ago**, **every day** and **now**.

1. **Long ago**, my grandmother Rosa was a little girl.
2. She lived in a small town near Ballarat.
3. **Every day**, she walked to school with her sister.
4. They sang songs on the way.
5. **Now**, Rosa tells me her stories.

Mai's account uses information from two **sources**: Rosa's own story, and an old photo of Rosa and her sister. The account tells us about life in her grandmother's time — long ago.

Mai tells a story from her grandmother's time



*Mai telling her class a story called **Long ago in my family**, with her two sources shown next to her: Rosa's story and an old photo*

Example 3 — on your own

A display about a family event

The class is making a **display** about a special family event. Mai's family had a picnic last week, so Mai's display is about the picnic. Mai puts three things on her display board:

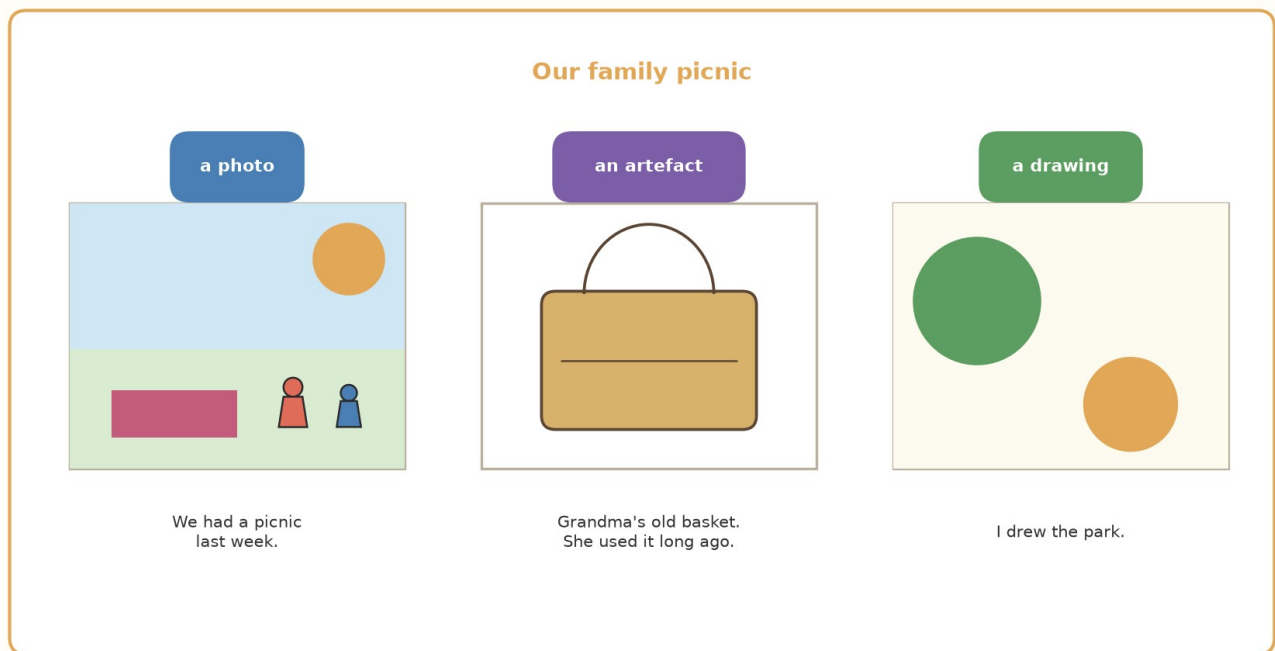
- a **photo** of the picnic
- an **artefact** — Grandma's old picnic basket
- a **drawing** of the park

Each thing has a label. The labels use time words:

- *We had a picnic last week.*
- *This basket is old. Grandma used it long ago.*
- *I drew the park.*

The display tells a chronological account. We can see what happened, and when it happened.

A display about a family event



A display board called Our family picnic with three things on it: a photo, an artefact which is Grandma's old basket, and a drawing of the park, each with a label

Example 4 — on your own

Telling a story about the community

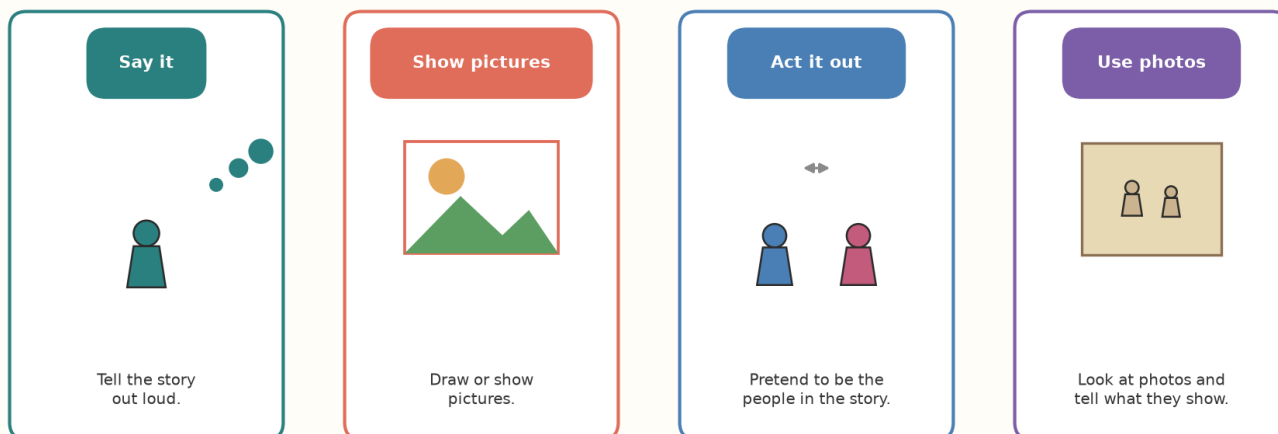
Your **community** is the place where you live and the people there — your street, your town, your school. The class has learned a story about the old hall in their town. They tell the story four ways:

- **Say it:** *Long ago, people made our hall. They danced there. **Now** we visit the hall. It is old and special.*

- **Show pictures:** the children draw the hall long ago, and the hall now.
- **Act it out:** some children pretend to be the people from long ago, dancing at the hall.
- **Use photos:** the class looks at old photos of the hall and tells what they can see.

Every way tells the same story: the hall long ago, and the hall now.

Four ways to tell a story about your community



Four ways to tell a story about a community: say it, show pictures, act it out and use photos

Practice questions

With help

Q1. Circle the time words. A time word tells us *when* something happened.

yesterday · blue · now · big · long ago · today · happy · then · 10 years ago · first

Q2. Number the sentences 1 to 4 to put Rosa's story in time order.

☐ Rosa went to school. ☐ Rosa is a grandmother now. ☐ Rosa was a little girl. ☐ Rosa grew up and had a family.

Q3. Join each history word to what it means.

History word	Meaning
account	in time order, first to last
chronological	the story you tell
source	a thing from the past
artefact	something that helps us find out about the past

Q4. Put a time word from the box into each sentence.

yesterday · long ago · next · now

1. I went to the park _____.
2. Grandma was a little girl _____.
3. First we sing a song. _____ we draw.
4. I was a baby once. _____ I am in Year 2.

Q5. Look at Mai's account in Example 2.

- (a) Write the three time words that Mai used.
- (b) What were Mai's two sources?

On your own

Q6. Write four sentences about your life. Put them in time order. Use the words *first*, *next*, *then* and *now*.

Q7. Ask a grown-up you know about when they were little. Write three sentences about when they were little. Use two time words.

Q8. Plan a display about a special family event. Choose three things to show — you can use a photo, an artefact or a drawing. Write a label for each thing.

Q9. Think of an old place in your community — a hall, a park or a clock tower. Write three sentences: one about the place long ago, one about the place now, and one about why the place is special.

Q10. Fill in the *My story plan* sheet below. Write about your life, your family or a special event. Then tell your chronological account to the class. Use your sources and your time words!

My story plan

My story plan

My story is about: _____

My sources:

a photo

a thing from the past

a story someone tells

In time order:

1. _____
2. _____
3. _____

My time words:

first

next

then

now



Mai

will make
her plan here

A plan sheet with space for your story, your sources, three events in time order, and the time words first, next, then and now

Before you tell your account, look at the boxes below. Tick each box when your account is ready.

Is my account good?

☐

The events are in time order.

☐

I use time words.

☐

I use historical terms.

☐

I use my sources.

Tick each box when your account is ready.

Four boxes to tick when your account is ready: the events are in time order, you use time words, you use historical terms and you use your sources

Answers

- Q1.** The time words are: *yesterday, now, long ago, today, then, 10 years ago* and *first*. (*Blue, big* and *happy* are not time words.)
- Q2.** Rosa was a little girl — 1. Rosa went to school — 2. Rosa grew up and had a family — 3. Rosa is a grandmother now — 4.
- Q3.** account — the story you tell. chronological — in time order, first to last. source — something that helps us find out about the past. artefact — a thing from the past.
- Q4.** 1. yesterday 2. long ago 3. next 4. now
- Q5.** (a) *Long ago, every day* and *now*. (b) Rosa's story, and an old photo.
- Q6–Q10.** Answers will be different for every student. See the worked answers for one good way to answer.
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Worked answers

- Q1.** A time word tells us *when* something happened. *Yesterday* tells us when. *Now* tells us when. *Long ago, today, then, 10 years ago* and *first* all tell us when, so they are all time words. *Blue* is about a colour. *Big* is about size. *Happy* is not about time at all. So these three are not time words.
- Q2.** Think about Rosa's life. First she was a little girl (1). Then she went to school (2). Then she grew up and had a family (3). Now Rosa is a grandmother (4). The story is now **chronological**: the first thing first, and the last thing last.
- Q3.** An account is the story you tell. Chronological means in time order, first to last. A source is something that helps us find out about the past. An artefact is a thing from the past, like an old cup.
- Q4.** 1. *I went to the park yesterday*. Yesterday is the day before today. 2. *Grandma was a little girl long ago*. Long ago is a time far in the past. 3. *First we sing a song. Next we draw*. Next tells us what comes after. 4. *I was a baby once. Now I am in Year 2*. Now means today — not the past.
- Q5.** (a) Mai's time words are **long ago, every day** and **now**. (b) Mai used two sources: **Rosa's story** — what Rosa told her — and **an old photo** of Rosa and her sister.
- Q6.** One good answer, in time order: *First, I was a baby. · Next, I learned to walk. · Then, I learned to ride my bike. · Now, I am in Year 2.*
- Q7.** One good answer, from Mai asking her dad Tom: *Dad lived in a small house long ago. · He played games with his friends every day. · Now, he lives in our house.*
- Q8.** One good plan — a display called *My birthday party*. The three things: a photo of the party; an artefact — the birthday hat I wore; a drawing of the cake. The labels: *We had my party last week. · I wore this hat on my birthday. · I drew the cake.*
- Q9.** One good answer about the old hall: *Long ago, people made our hall. · Now, we visit the hall for dances and shows. · The hall is special because it is old, and all the people in our town know it.*
- Q10.** One good plan — Mai's: *My story is about: my first day at school. My sources: a photo of me on my first day, and a story that mum told me. In time order: 1. I walked to school with mum. 2. I saw my teacher. 3. I played with my new friends. My time words: first, next, then, now. Then Mai tells her class: First, I walked to school with mum. Next, I saw my teacher. Then, I played with my new friends. Now, I am in Year 2!*
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Owens: VC2HH2S08 Draws on: VC2HH2S08.E01, .E02, .E03, .E04