

Mathematics Level 7

Chapter 1 — Personal histories: who am I and who am I connected to?

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Our family stories

History Foundation · Chapter 1 – Personal histories · Section 1A

Owns: VC2HH2K01 (code checked against the VCAA VC2 Humanities export, retrieved 2026-07-29)

Draws on: VC2HH2K01.E01 (TOC §2 D3: partial – the excluded referent is not taught; the section stands on the neutral remainder), VC2HH2K01.E02, VC2HH2K01.E03

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

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

Sources: the real sources of this section are the photographs, objects and words that children collect from their families. The model family (Mia's family) is made up to show how tasks work. All figures are original to this build, generated by the scripts in src/.

Chapter focus question (VCAA, F-2 band): Who am I and who am I connected to?

What this section teaches (teacher-facing)

This section is the first history lesson of the book, and for most children the first history lesson of their lives. It delivers all of VC2HH2K01 in one short sequence:

1. children **identify the members of their family and their close connections** — mum, dad, grandma, grandpa, aunty, uncle, cousin, sibling, caregiver, and close connections such as a friend or a teacher (elaboration .E01, taught through the neutral remainder after the D3 disposition recorded in TOC §2);
2. children **draw a family member or close connection and add what they learned from asking and listening** — who the person is, and the places the person was born and raised (elaboration .E02);
3. children **make a concept map with pictures and photographs** to show how the people are related to each other (elaboration .E03).

Terms the curriculum does not define. The Victorian Curriculum (VC2 History, Foundation to Level 2; VCAA export retrieved 2026-07-29) uses *family* and *close connections* in VC2HH2K01 but does not define them. This section therefore treats them in the sense given here, and every task is answerable on these definitions alone:

- a **family** is the people who love and help a child — the grown-ups and children who live together as a family, and the other people who are family to that child, such as grandparents, aunts, uncles and cousins;
- **close connections** are the people close to a child who are not family — for example a friend, a teacher or a caregiver.

Families are not all the same, and no child is asked to draw a family they do not have. Every child belongs to people who love and help them; that is the family this section works with.

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

- *history* — stories about the past (said and defined in step 1);
- *the past* — the time when mum was a kid, and dad was a kid (step 1);
- *source* — a thing that helps us know about the past, like a photograph, a story or an artefact (example 1);
- *artefact* — a thing a person made, like an old cup or an old toy (example 1).

Sources for the section. Ahead of time, ask families whether it is OK to use family photographs at school. Each child asks for one or two photographs of family members: one of a person now and, if the family has one, one of that person as a baby or as a child. The photographs, the objects and the words of the family are the primary sources of this section; where a child has no photograph, a drawing does the same work — a drawing is a source too. Use everything with care, and return the photographs at the end.

The model family. The worked examples use a made-up family: Mia, her mum Anna, her dad Ben, her grandma Rosa, her grandpa Pat, her aunty Mai, her uncle Vic and her cousin Tom, and Mia's close friend Zoe. Tell the class that Mia's family is made up to show how, and that their own families are the real ones.

Where this section joins the rest of the book. Families and roles (VC2HH2K02) are taught in 1B; the questions children prepare for their families are taken up again in 3A; the photographs collected here are sequenced in 3B; and the maps made here return as told accounts in 4D. Cross-reference only — this section teaches VC2HH2K01 and no other CD.

Teaching sequence (script for the teacher)

Step 1 — *The past, and what history is*

Say: Hello! Today we will talk about you, and about the people who are close to you.

First, the past. The past is the time when mum was a kid, and dad was a kid, and grandma was a kid.

History is stories about the past. Today we will listen to stories about your family, and we will make stories about your family.

Do: hold up a family photograph of your own — a real one of your own family, or a printed model. Say:

Say: This is a story about my family. It is a story from the past.

The word *history* is now said, defined and used — the first history lesson, done.

Step 2 — *The people in a family*

Say: Who is in your family? Many people can be in a family.

Look at the picture. Mum. Dad. Grandma. Grandpa. Aunty. Uncle. Cousin.

A sibling is a boy or a girl in your family who is a kid, too. Your sister is your sibling.

A caregiver is a person who helps you.

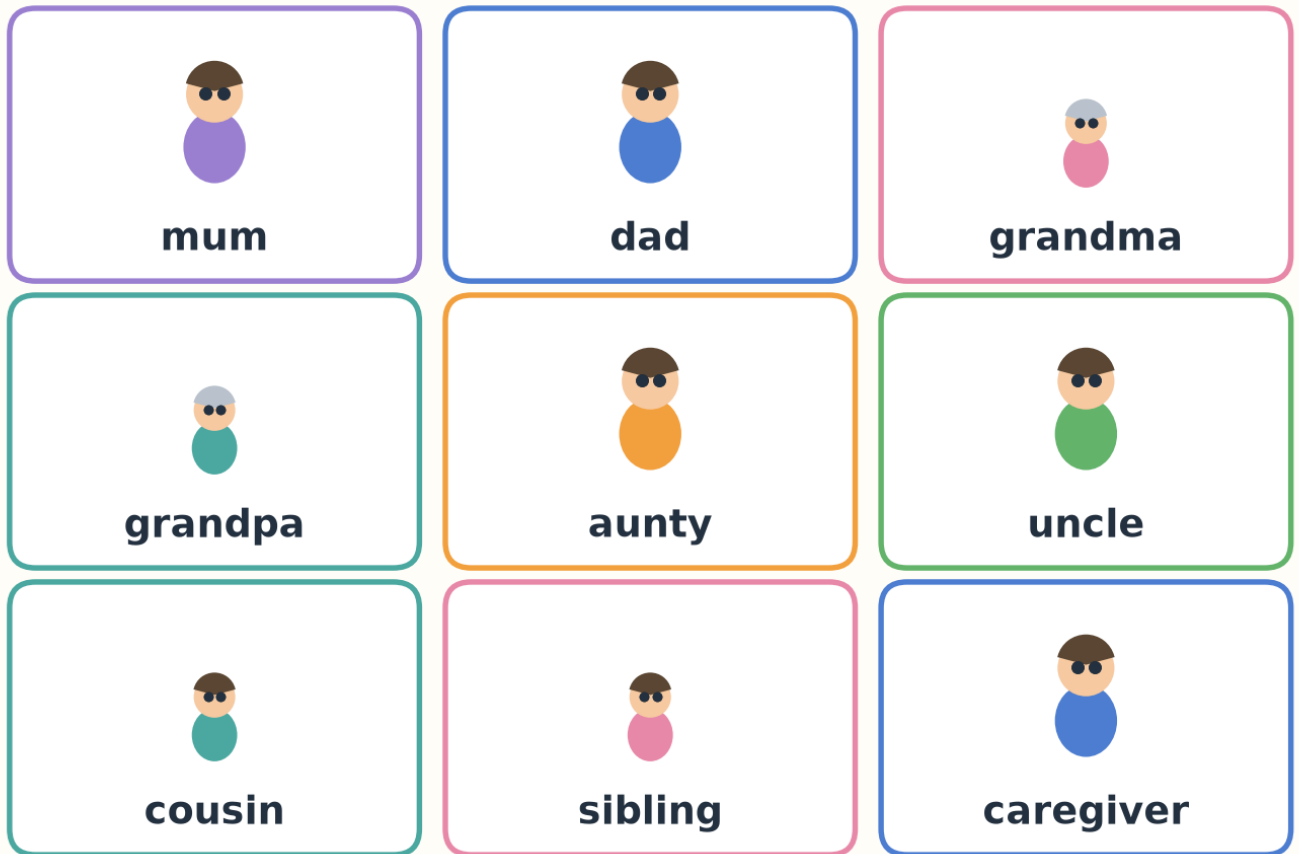
Families are not all the same. Some families are big. Some families are small. Every family is good. Some families come from other places, and they have other words for the people of the family. All of that is good.

Say the words with me.

Do: show figure 1, the picture cards of the people of a family. Say each word and have the class say it back. Where children volunteer their own family words (for example a word from another language for grandma), welcome the word and say it with the class.

The people in a family

say the words with your teacher



Nine pictures of the people in a family: mum, dad, grandma, grandpa, aunty, uncle, cousin, sibling and caregiver, with the word for each person under the picture of that person

Step 3 — Close connections

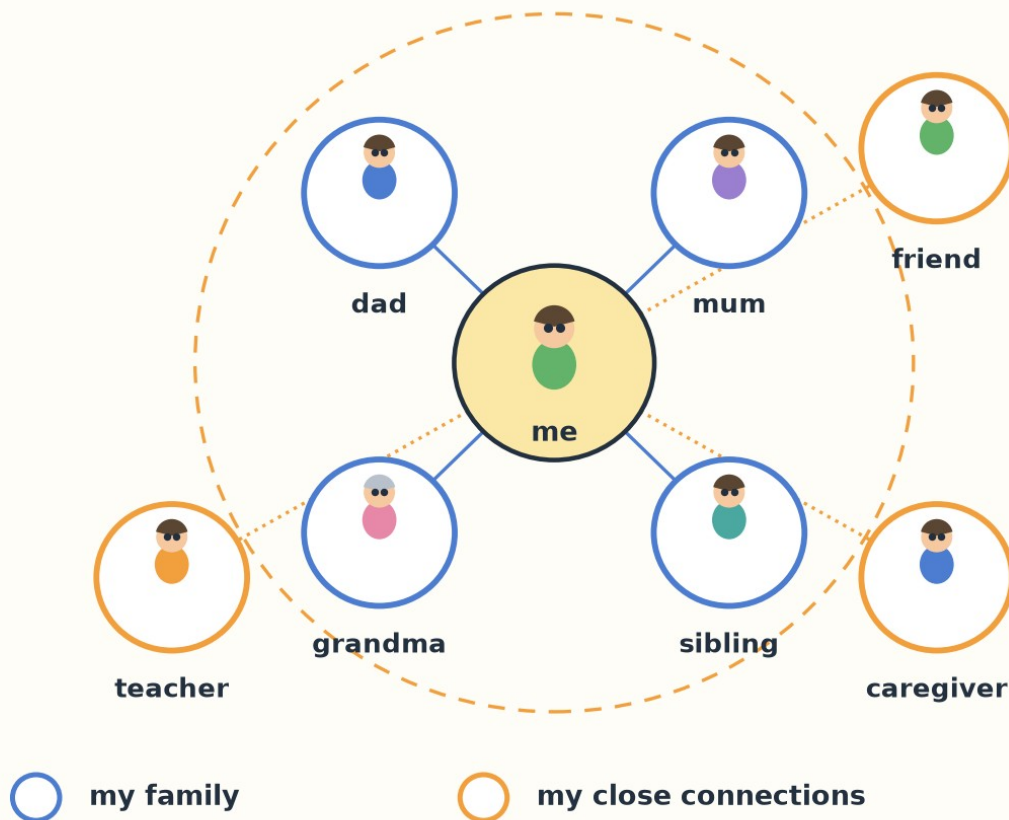
Say: Some people are close to you, and they are not family. They are your close connections.

A friend is a close connection. A teacher is a close connection. Your caregiver is a close connection, too.

Who are your close connections?

Do: show figure 2. Point to the people of the family in the middle, then to the close connections around them: friend, teacher, caregiver.

Who am I close to?



A drawing of who I am close to, with me here, the people of my family around me, and my close connections around them: a friend, a teacher and a caregiver

Step 4 — Born and raised

Say: Every kid was a baby. Every kid was born in a place.

Look at this photograph. Mum is a baby in this photograph. Mum was born in this place.

Look at this photograph. Mum is a kid in this photograph. Mum was raised in this place.

Every person was born in a place. Every person was raised in a place. Where is the place? We can ask!

Do: use one real baby photograph and one real child photograph sent in by families, held up side by side. Pair the words with the photographs each time: *born* with the baby photograph, *raised* with the child photograph. Then show figure 3, the question cards, and say:

Say: Today, take home two questions. Ask your family. Listen to the words.

Question one: Where are you from?

Question two: Where did you live as a kid?

The words of your family are a source. They help us know about the past.

Do: send the question cards home with each child (figure 3). The family member answers in their own words; the child can draw the place. Collect the answers as they come back — they are the information the drawings and maps in steps 5 and 6 are built on (the collected information of .E02).

Questions for your family

**Where are
you from?**



Ask



Listen

**Where did you
live as a kid?**



Ask



Listen

**Who is this
person to you?**



Ask



Listen

Three question pictures for the family: Where are you from? Where did you live as a kid? Who is this person to you? Each one has the word Ask and the word Listen

Step 5 — The information, on a table (model)

Say: This is Mia's family. Mia's family is a story family. It is here to show how.

Mia asked her family. Now Mia knows. Look at the table.

Mum Anna was born in a place by the water. Mum Anna was raised in a big place with lots of houses.

Dad Ben was born in a small place, a long way from here. Dad Ben was raised in a place with many trees.

Grandma Rosa was born in a place with many trees. Grandma Rosa was raised in the same place!

Where was each person born? Where was each person raised? Say it with me.

Do: show figure 4. Track along each row with your finger: the person, the place the person was born, the place the person was raised. Note aloud what Mia's questions and observations collected: the names of the people, and the names of the places.

Where was each person born and raised?

person	born in	raised in
 mum Anna	 a place by the water	 a big place with lots of houses
 dad Ben	 a small place, a long way from here	 a place with many trees
 grandma Rosa	 a place with many trees	 the same place!

Mia asked her family. This is what Mia knows.

A table of the people in Mia's family, showing where each person was born and where each person was raised, with a small picture of each place

Step 6 — A map of the family

Say: Now we will make a map of your family.

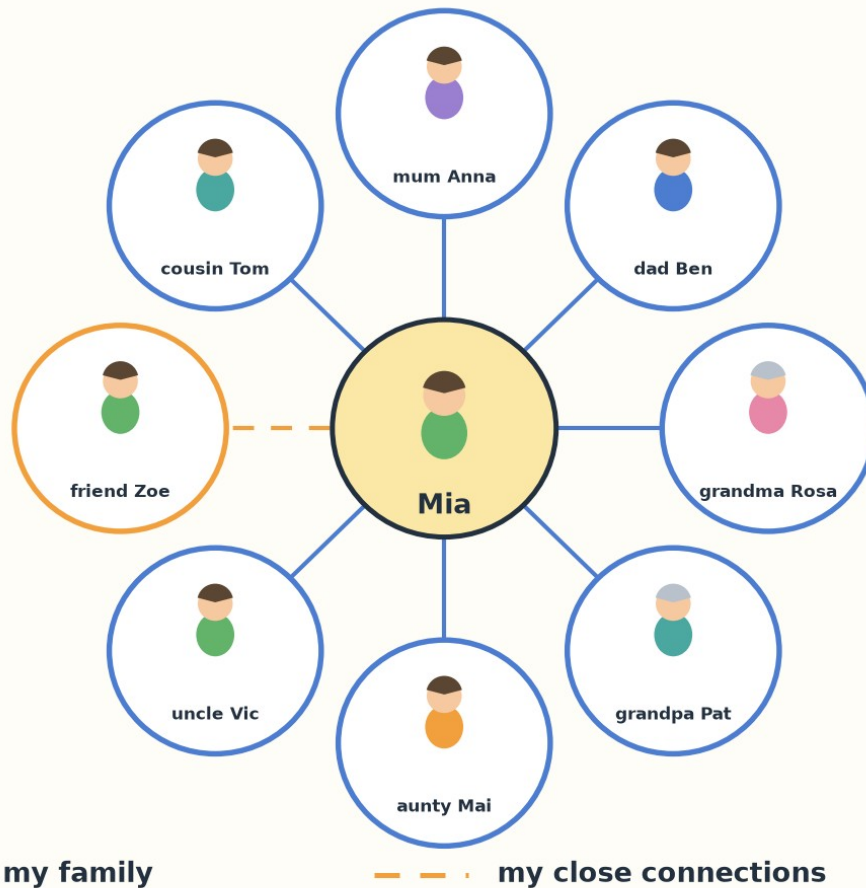
A map shows who you are close to. Look at Mia's map. Mia is here. Mum is next to Mia. Dad is next to Mia. Grandma Rosa and grandpa Pat are here. Auntie Mai, uncle Vic and cousin Tom are here. Zoe is Mia's good friend. Zoe is a close connection.

How are the people related? Grandma Rosa is the mum of Anna. Anna is the mum of Mia. So grandma Rosa is the mum of Mia's mum! Auntie Mai is the sister of Anna. Tom is the kid of Mai. Tom is Mia's cousin.

Now you. Put your pictures on your map. You first. The people of your family go around you. Your close connections go there, too.

Do: show figure 5, Mia's model map. Then give out figure 8, the map for children to make. Help each child place the pictures and scribe the words as the child says them: "This is my mum." "This is my cousin."

Mia's family map



A family map: Mia here, with lines from Mia to mum, dad, grandma, grandpa, aunty, uncle, cousin and her close friend, each person in a small circle with a picture

Modelled examples (teacher-facing)

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

Example 1 — scaffolded: ask, listen, say (a photograph and an artefact as sources)

What the teacher models, using a photograph of Mia with mum Anna (a made-up photograph, drawn for this build — swap in a real family photograph where one is available) and any old object to hand — an old cup, an old toy:

Do: hold the photograph up where the class can see it.

Say: Look. This is a photograph. It is a source. A source helps us know about the past.

Who is this person?

This is Mia's mum. Her name is Anna.

Where was mum Anna born?

Mum Anna was born in a place by the water. Mia's family said it. The words of the family are a source, too.

Say it all with me: This is mum Anna. She was born in a place by the water.

Do: hold up the old cup or old toy.

Say: Look at this old cup. A person made it. It is old. It is from the past. It is an artefact. An artefact is a thing a person made. An artefact is a source, too.

The move being modelled is **ask, listen, say**, with the photograph, the artefact and the words of the family as the sources. These same three moves run through every task below.

Example 2 — scaffolded: a drawing with the words on it

What the teacher models, on large paper the class can see (the model is figure 6):

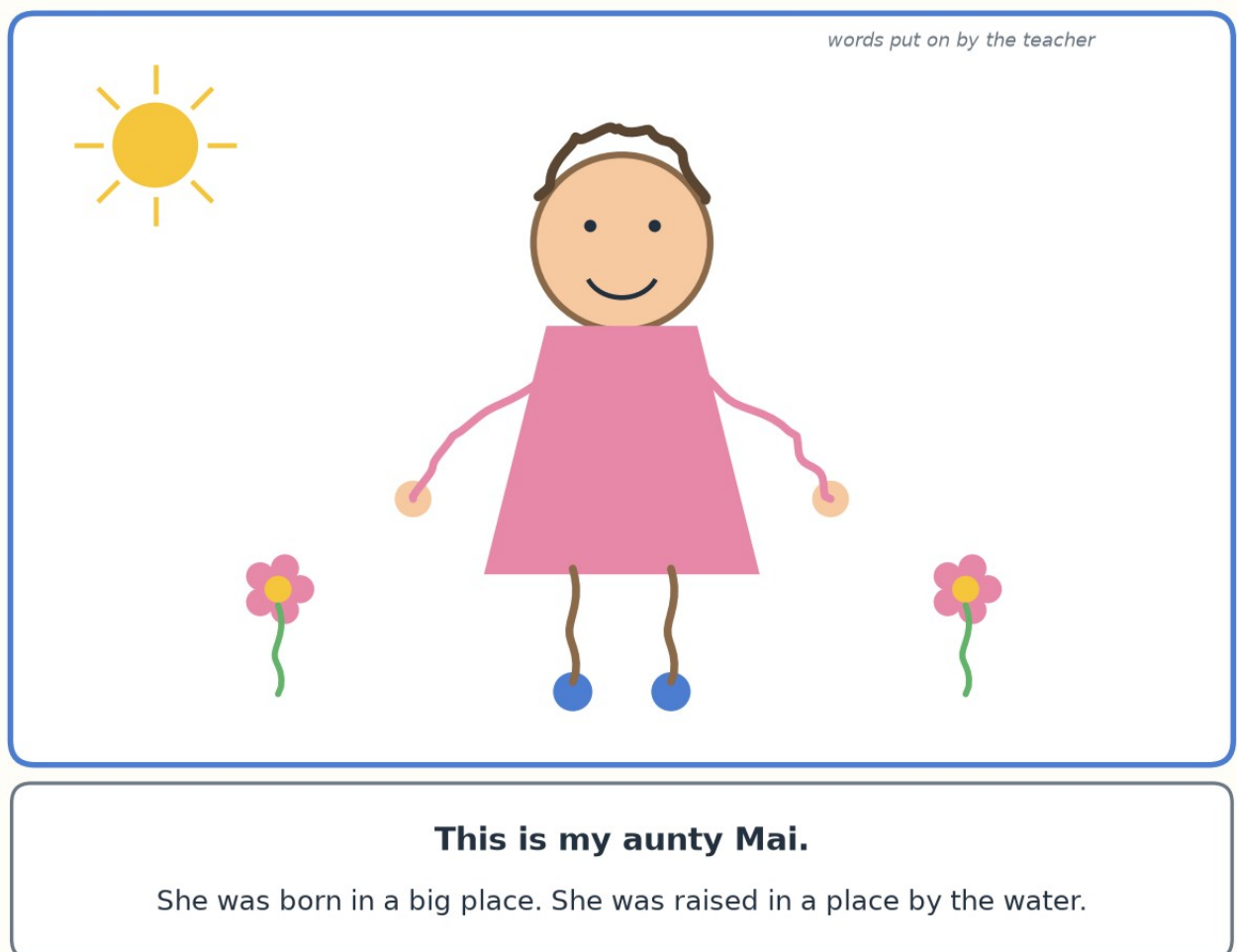
Do: draw aunty Mai large and simple — head, body, smile.

Say: This is my drawing of aunty Mai.

Aunty Mai was born in a big place. Aunty Mai was raised in a place by the water.

Do: put the words under the drawing as the class says them with you: *This is my aunty Mai. She was born in a big place. She was raised in a place by the water.*

The child draws and says; the adult scribes the words. Drawing plus words is the child's account of that person: who the person is, and the places the person was born and raised — .E02, delivered.



A drawing of aunty Mai by a kid, with words put on by the teacher: This is my aunty Mai. She was born in a big place. She was raised in a place by the water

Practice tasks (teacher-facing)

Four scaffolded tasks, then two unscaffolded doing tasks, then the observed reasoning prompt. Predominantly picture-led, artefact-led and oral, per the Foundation calibration in TOC §3.

Scaffolded

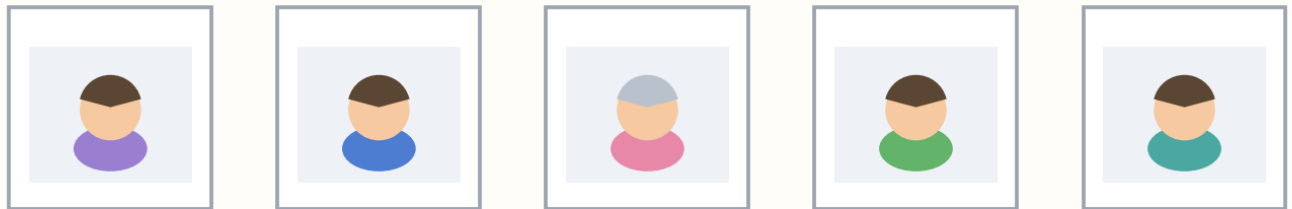
Q1 — Say the words. Show figure 1 again; cover one word at a time with your hand and have the class say the word for the person. Then reverse it: you say the word and the class finds the person.

Q2 — Two boxes. Show figure 7. Give each pair a small stack of photographs and picture cards from the class collection.

Say: Put the photographs in the boxes. My family, or my close connections?

Who is this person? Family, or a close connection?

Put the photographs in the boxes



my family

my close connections

Two boxes for photographs: one box says my family, and one box says my close connections. Five photographs are at the top

Q3 — Ask the teddy. In pairs, with a teddy as the first interviewee, one child asks the question cards of figure 3 and the other child answers for the teddy.

Say: Ask the teddy. Question one: Where are you from?

Teddy is from a place with many trees.

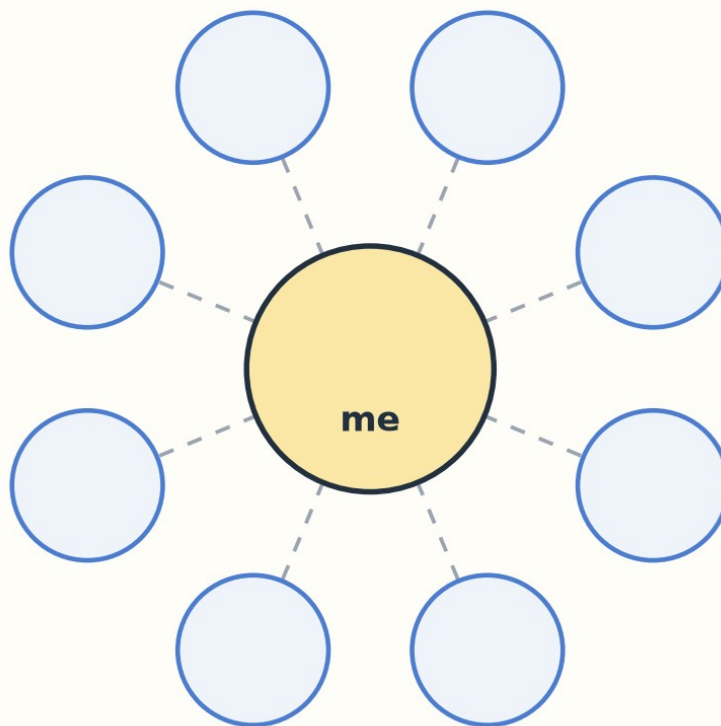
Now you ask, and your friend says the words.

Q4 — Make your map. Each child takes figure 8, the map to make, plus the photographs and drawings collected from home.

Say: Put your pictures on the map. You first!

Do: move from child to child with the two questions of .E02 — *Who is this person? Where was this person born?* — and scribe the words on the map as the child says them.

My family map



Put your pictures here. Your teacher will put the words on.

A family map for kids to make: a big circle for me, eight small circles around it, and lines from the big circle to the small circles

Un scaffolded

Q5 — Draw and say. Each child draws one person of their family or one close connection, then says the words for the drawing: who the person is, and where the person was born and raised. The teacher scribes, exactly as modelled in example 2.

Q6 — Show and talk. Each child shows their map or drawing to a small group of friends.

Say: Show your map to your friends. Say: This is my family. This is my mum. She was born in ...

The friends listen; then the next child goes.

Reasoning prompt (observed)

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

Say: How do you know this person is your family?

How do you know where this person was born?

Listen for the child to say *how they know*: “My family said it.” “I can see it in the photograph.” Or watch for the child who points at the photograph, or the drawing, or says the words of the family. A child who points to a source — a photograph, a story, the words of the family — is pointing to how we know about the past. That is the whole of history in one move, and at Foundation it is enough.

What to listen for (teacher observation)

No marks and no right or wrong. Watch and listen as the children talk, draw, glue and point, and note what each child can do. The band achievement standard (VCAA, stated at the end of Level 2) asks students to tell the important things about their own life and family, and to tell their own story using the words of history and what sources show. In this section at Foundation, that looks like:

- the child **names the members of their family and their close connections** — mum, dad, grandma, grandpa, aunty, uncle, cousin, sibling, caregiver, friend (the members named in .E01);
- the child **says where a person was born and raised**, using information collected from the family (.E02);
- the child **places the people on a map made with pictures or photographs**, and says how the people are related to each other (.E03);
- the child **asks the two questions of the family and listens** to the words that come back;
- asked *How do you know?*, the child **points to a source** — a photograph, a drawing, or the words of the family.

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

Care points. A child’s family can be a happy place and it can be a hard place. Let every child draw the family that is theirs, big or small, and never ask for more than the child wants to say. If a child has no photograph, a drawing is a source and is just as good. Where a child’s words for the people of their family come from another language or another place, say that it is good, and use the child’s word with the class.

Families and roles: then and now

History Foundation · Chapter 1 – Personal histories · Section 1B

Owns: VC2HH2K02 (code checked against the VCAA VC2 Humanities export, retrieved 2026-07-29)

Draws on: VC2HH2K02.E01 (TOC §2 D3 / Rule 1: partial – the excluded referent 'kinship groups' is not taught; the section stands on the neutral remainder: nuclear, large, single-parent, extended, blended or step, rainbow, adoptive- and foster-parent, and grandparent families), VC2HH2K02.E02, VC2HH2K02.E03

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

Script: Lines the children hear sit in "***Say**" quote blocks and are held at the child's word level (vocabulary ceiling F, TOC D2); the same ceiling is held in the figure labels and in the words the teacher reads from the figures. All other text is teacher-facing.

Sources: the real sources of this section are the photographs, objects and words that children collect from their families, plus the three listed under 'Sources for the section' below. The model family (Mia's family, carried from 1A) is made up to show how tasks work. All figures are original to this build, generated by the scripts in src/.

Chapter focus question (VCAA, F-2 band): Who am I and who am I connected to?

What this section teaches (teacher-facing)

This section is the second history lesson of the book. It delivers all of VC2HH2K02 in one short sequence, on the back of the family words the children got in 1A:

1. children **identify what is alike and what is different across a range of family shapes** — nuclear, large, single-parent, extended, blended or step, rainbow, adoptive or foster, and grandparent families (elaboration .E01, taught through the neutral remainder after the D3 / Rule 1 disposition recorded in TOC §2; the excluded referent is never taught);
2. children **compare families now with families of the recent past** — how big families are, across the generations, from a true story and a made old photograph to the child's own family (elaboration .E02);
3. children **look at family roles over time** — who did the family work in the past (mums, dads, kids, grandparents, aunties, uncles) and who does it now — and sort family work into the past, now and both (elaboration .E03).

Terms the curriculum does not define. The Victorian Curriculum (VC2 History, Foundation to Level 2; VCAA export retrieved 2026-07-29) uses *family*, *structure* and *role* in VC2HH2K02 but does not define them. This section therefore treats them in the sense given here, and every task is answerable on these definitions alone:

- a **family** is the people who love and help a child — the grown-ups and children who live together as a family, and the other people who are family to that child, such as grandparents, aunties, uncles and cousins (the same working definition as 1A);
- a family's **structure** is who is in the family — how many grown-ups, how many kids, and how the people are family to each other;
- a **role** is a job a person does in the family — the cooking, the washing, the caring, the paid work, the helping.

Families are not all the same, and no child is asked to name a family they do not have. Every child belongs to people who love and help them; that is the family this section works with.

Subject words (TOC D2). *History, the past, source* and *artefact* were said and defined in 1A; use them again here. Say *the past* for the time before now, and let *long ago* be the children's own echo of it, not the teaching term. Introduce each new word orally at first use, using the spoken definitions given in the sequence below:

- *role* — the family work a person does (step 4);
- *generation* — one step of a family: the kids, then their mum and dad, then their grandma and grandpa (step 3);
- *the present* — the time we are in now; today (step 3).

Sources for the section. Ahead of time, ask families whether it is OK to use family photographs at school, and reuse the photographs collected in 1A where you have them. The photographs, the objects and the words of the family are the primary sources of this section; the two made drawings (the made old picture and the made picture of now) stand in where a family has no old photograph, and are labelled as made. Three real sources sit behind the teacher-facing numbers and the true story:

- Australian Bureau of Statistics, *Births, Australia* — the total fertility rate was 3.548 babies per woman in 1961 and 1.499 in 2023 (retrieved 2026-08-24). These are the numbers drawn as babies in figure 4; the figure carries its own source line.
- Australian Bureau of Statistics, *Labour Force, Australia* — 63.2 per cent of women participate in the labour force (seasonally adjusted; retrieved 2026-08-24). This is the hedge behind 'now, many mums have a job': say *many*, never *all*, and note that in the past many mums also worked for pay and many dads also kept the home.
- Australian Dictionary of Biography, 'Mackillop, Mary Helen (1842–1909)' — born 15 January 1842 at Fitzroy, Melbourne; the eldest of eight children; the family was poor; Mary worked as a shopgirl, a governess and a teacher; her father taught the children at home (retrieved 2026-08-24). This is the true story behind step 2; tell it as a story about a real person from the past, and stop at the family facts.

The model family. The worked examples use the made-up family from 1A: Mia, her mum Anna, her dad Ben, her grandma Rosa, her grandpa Pat, her aunty Mai, her uncle Vic and her cousin Tom, and Mia's close friend Zoe. Tell the class that Mia's family is made up to show how, and that their own families are the real ones.

Where this section joins the rest of the book. The family words taught in 1A are used here without re-teaching; the question cards of Q4 go home in the same way as the 1A cards and are taken up again in 3A; the photographs collected in 1A can be counted and compared here; and the changed / still- the-same chart the children make in step 5 returns in 4A, where daily life is sorted into changed and same again. Cross-reference only — this section teaches VC2HH2K02 and no other CD.

Teaching sequence (script for the teacher)

Step 1 — Families come in all shapes

Say: Look at the drawings. Families come in all shapes!

A mum, a dad and two kids. We call this one a nuclear family. Say it with me: nuclear family.

Two grown people and four kids. A big family! A large family.

A mum and two kids. A single-parent family. Say it.

Grandma and grandpa live here too. An extended family. Say it.

Two families made one. A blended or stepfamily. Say it.

Two mums and a kid. A rainbow family! Some rainbow families have two dads.

A mum and a dad, and a kid they love. An adoptive or foster family. Say it.

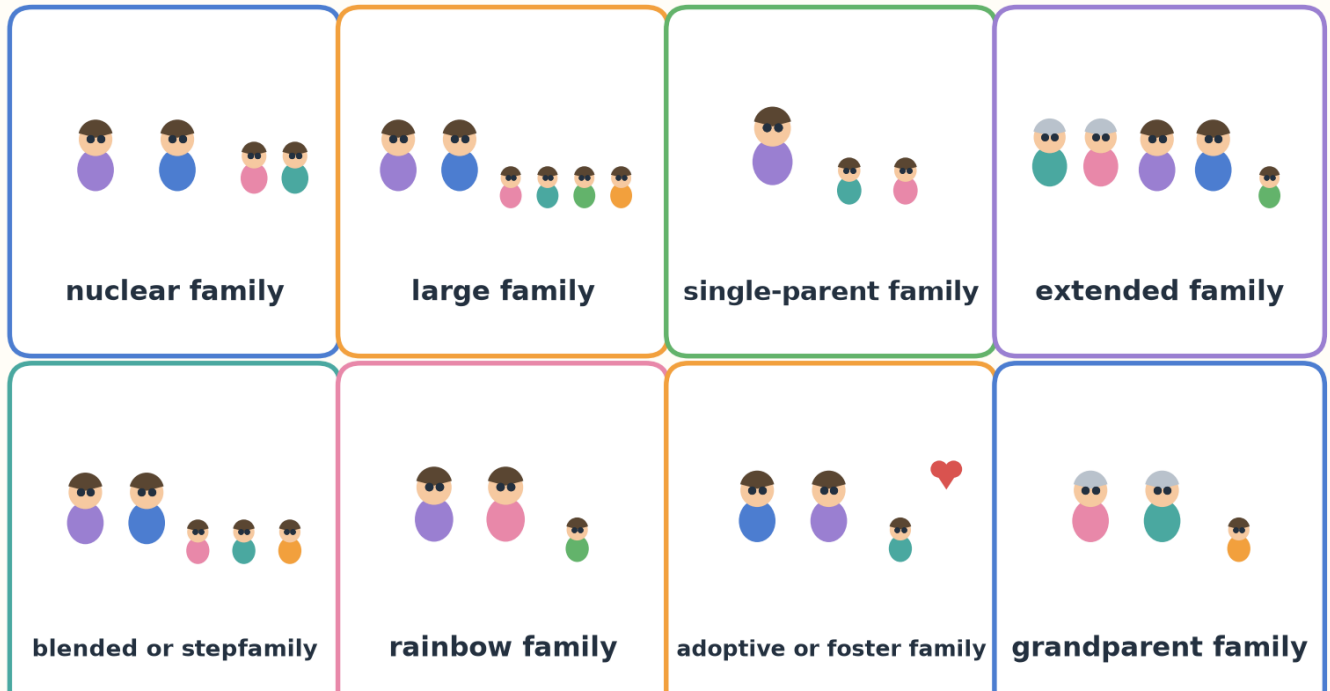
A grandma, a grandpa and a kid. A grandparent family.

Big or small, every family is good.

Do: show figure 1, the eight family cards. Point to each card as you say it, and have the class say the card words back. Where a child volunteers that their own family is one of the shapes, welcome it and move on — no child is asked to name their family.

Families come in all shapes

say the words with your teacher



Eight family shapes: a nuclear family with a mum, a dad and two kids; a large family with two grown people and four kids; a single-parent family with a mum and two kids; an extended family with a grandma, a grandpa, a mum, a dad and a kid; a blended or stepfamily with two grown people and three kids; a rainbow family with two mums and a kid; an adoptive or foster family with a mum, a dad and a kid; and a grandparent family with a grandma, a grandpa and a kid

Step 2 — A true story: Mary's big family, from the past

Say: Now, a story from the past.

In the past, a baby girl. Her name was Mary.

Mary was the first kid. Next, seven more babies! Eight kids in the family.

Mary's dad helped the kids at home with books.

When Mary was big, Mary was a teacher.

The words of the book about Mary are a source. They help us know about the past.

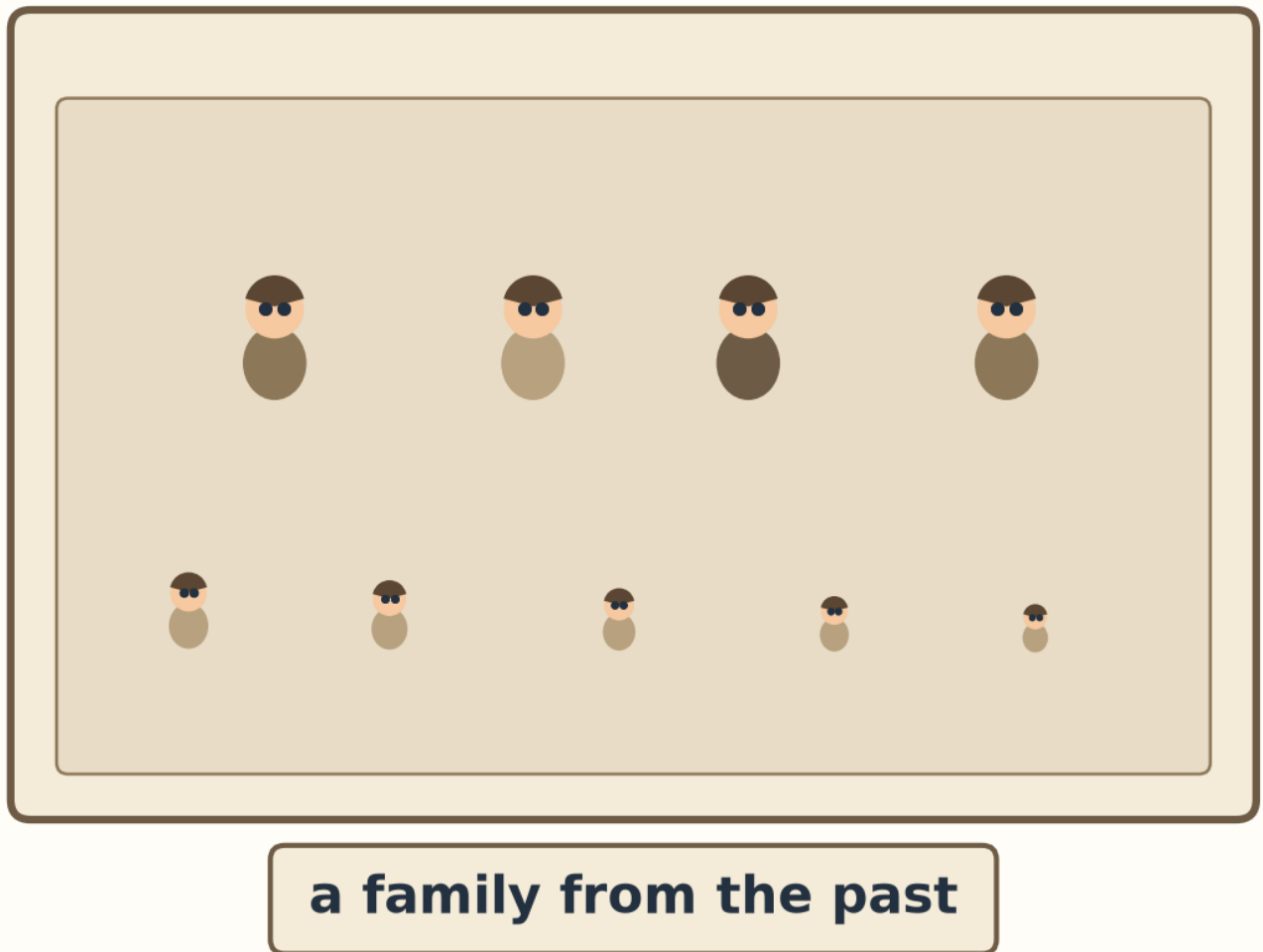
Do: show figure 2, the made old picture. Say what it is and is not:

Say: This is a drawing of a family from the past. It is made to look old.

How many grown people do you see? One, two, three, four! How many kids? One, two, three, four, five!
Nine people in the family!

Mary's family was big. Eight kids!

a made drawing of a family from the past — how many people?



A drawing of a family from the past, in one old colour: four grown people at the back and five kids at the front, from tall to small. Nine people. How many do you see?

Step 3 — Steps back, and smaller families now

Say: Now, we step back in your family. You are here, now.

One step back: your mum and dad. That is one generation.

One more step back: your grandma and grandpa. Two generations back!

One more step back: your grandma's mum and dad. Three generations back!

Back in time, from now to the past.

Do: show figure 3 and walk the steps with the model family: Mia is here now; one step back, Anna and Ben; two steps back, Rosa and Pat; three steps back, the great-grandparents the class may not have met. Say *generation* each time you step. Then show figure 4 and count the babies with the class:

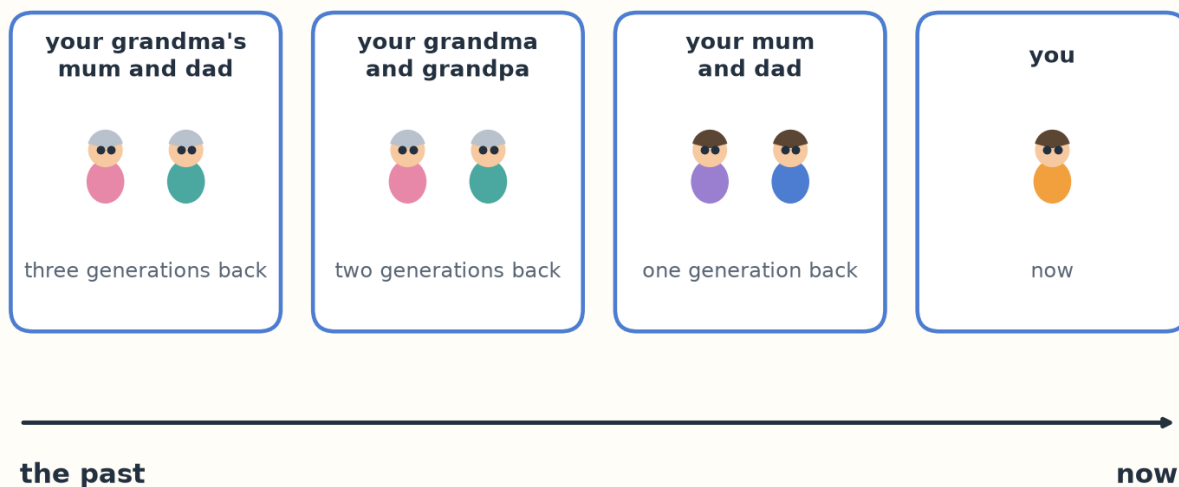
Say: Look at the babies! One baby is for one mum.

In the past, in 1961: about 3½ babies for one mum.

Now, in 2023: about 1½ babies for one mum.

Families are smaller now! But some families are big now too. Every family is good.

Step back in your family

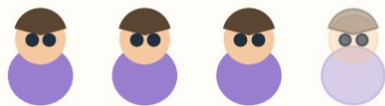


A drawing: step back in your family, from now to the past. You, now; your mum and dad, one generation back; your grandma and grandpa, two generations back; your grandma's mum and dad, three generations back

How many babies for one mum?

in 1961

(the past)



about 3½

in 2023

(now)



about 1½

families are smaller now!

Source: ABS, Births, Australia (babies per mum: 3.548 in 1961, 1.499 in 2023)

A drawing of how many babies for one mum: for the past, in 1961, about 3½ babies; for now, in 2023, about 1½ babies. A box says families are smaller now. A small source for the teacher is there too

Step 4 — The family work, in the past and now

Say: Roles in a family! A role is family work.

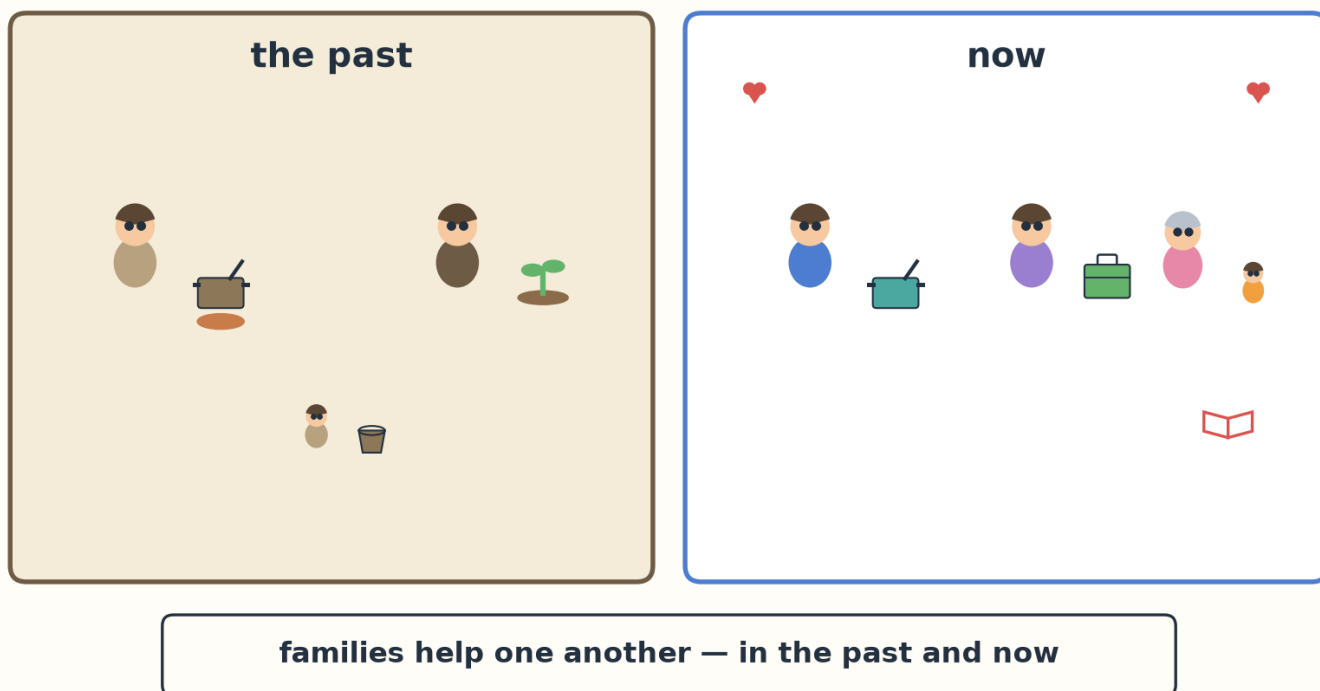
Who makes the food? That is a role. Who does the washing? That is a role. Who reads to the kids? That is a role.

In the past, in many families, mum made the food and dad did the plant work. In some families, dad made the food and mum did the plant work. In many families, all the people helped.

Now, a mum can do all the roles, and a dad can do all the roles. A dad can make the food. A mum can go away to work. A grandma can read books with the kids.

The people of a family help one another. In the past, and now.

Do: show figure 5, the two scenes. Point across: in the past, mum at the pot and dad with the plants and the kid with the bucket; now, dad at the pot, mum with her bag on the way to work, grandma reading with the kid. Hold the hedge in your voice — *in many families, in some families* — never all.



Two drawings of the work of a family. In the past: a mum makes the food, a dad is with the plants, and a kid helps. Now: a dad makes the food, a mum goes away to work with a bag, and a grandma reads a book with a kid. Words under the drawings say families help one another, in the past and now

Step 5 — Changed, and still the same

Say: Some things changed, from the past to now.

How big families are: big in the past, and many are small now. Changed!

How we do the washing: changed!

The work of mum and dad: changed!

Some things are still the same. Families love one another. Families eat and talk. Kids play and help.

Changed, or the same? Say it with me.

Do: show figure 6. Track each row: the changed side, then the same side, and have the class say *changed* or *still the same* with you. Tell the class that in 4A they will make their own chart of changed and same — this one is the model.

Families in the past and now

things that changed

things that are still the same



how big families are



families love one another



how we do the washing



families eat and talk



the work of mum and dad



kids play and help

A made drawing of the past and now with two sides. Things that changed: how big families are, with a big family next to a small family; how we do the washing, with a tub next to a round box that does the washing; the work of mum and dad, with a mum with a baby next to a mum with a bag. Things that are still the same: families love one another; families eat and talk, with food and two kids; kids play and help, with a ball and two kids

Modelled examples (teacher-facing)

Two worked examples, modelled with the made drawings and the class photographs where you have them. Nothing here is written for the child to read; the child watches, listens and joins in.

Example 1 — scaffolded: two pictures, one difference, one same

What the teacher models, with the two made pictures side by side (figures 2 and 7; swap in real family photographs — an old one and a new one — where a family has sent them):

Do: hold up the made old picture, then the made picture of now.

Say: Look at the old drawing. How many people? Nine!

Look at the new drawing. How many people? Four!

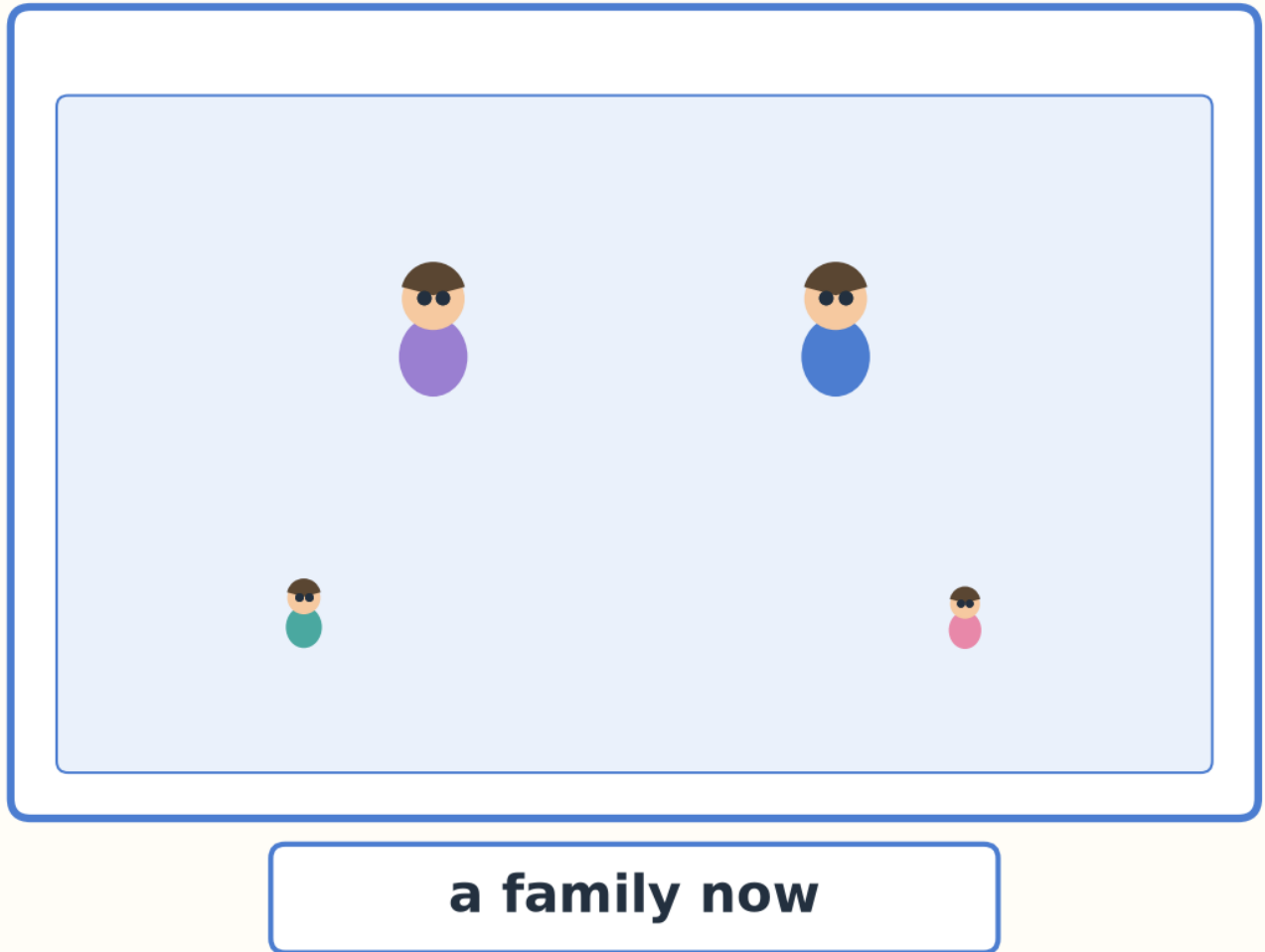
One difference: the family in the past is big. The family now is small.

One thing the same: the families love one another. Big or small, every family is good.

Say it with me: one difference, one same.

The move being modelled is **count, then say one difference and one same**, with the pictures as the sources. These same moves run through every task below.

a made drawing of a family now — how many people?



A drawing of a family now, in colour: a mum and a dad at the back and two kids at the front. Four people. How many do you see?

Example 2 — scaffolded: sorting the work cards, thinking out loud

What the teacher models, with the sort board of figure 8 on the wall and two cards in your hand:

Do: hold up the making-food card.

Say: The making-food one. Did people make food in the past? They did! Do people make food now? They do! So: both! Both boxes.

Now the washing one. People did the washing in the past, and people do the washing now. Washing: both!

Do: hold up the plants card and pause.

Say: Hmm. The plants one. The past, now, or both? Say it, and say how you know.

The move being modelled is **sort, and say how you know** — the reasoning the class will be asked for at the end.

Work in a family — where does it go?

the past		now		both			
 making food	 washing	 the baby	 work	 shopping	 making things right	 plants	 books

Three big boxes for the past, now and both, and eight small drawings of family work to put in the boxes: making food, washing, the baby, work, shopping, making things right, plants, and books

Practice tasks (teacher-facing)

Four scaffolded tasks, then two unscaffolded doing tasks, then the observed reasoning prompt. Predominantly picture-led, artefact-led and oral, per the Foundation calibration in TOC §3.

Scaffolded

Q1 — Say the family shapes. Show figure 1 again; cover one card at a time with your hand and have the class say the shape: *a big family! a rainbow family!* Then reverse it: you say the shape and the class points to the card.

Q2 — How many people. Show figure 2 again.

Say: How many people in the old drawing? Nine!

Now, your family: how many people? Big, or small?

Let two or three children tell the class their count. Every count is right — families come in all shapes.

Q3 — Sort the work. In pairs, with the eight work cards of figure 8 cut up and the three boxes in front of them.

Say: Put the small drawings in the big boxes. The past, now, or both? Say how you know.

Do: move from pair to pair and listen. A card in *both* is the best answer for most cards — the making of the food, the caring for the baby, the washing all happened in the past and happen now; what changed is mostly who does them and how. Welcome a child who puts *making things right* in *both* because their mum fixes things at home.

Q4 — Ask at home. Show figure 9, the two question cards.

Say: Today, take home two questions. Ask at home. Listen to the words.

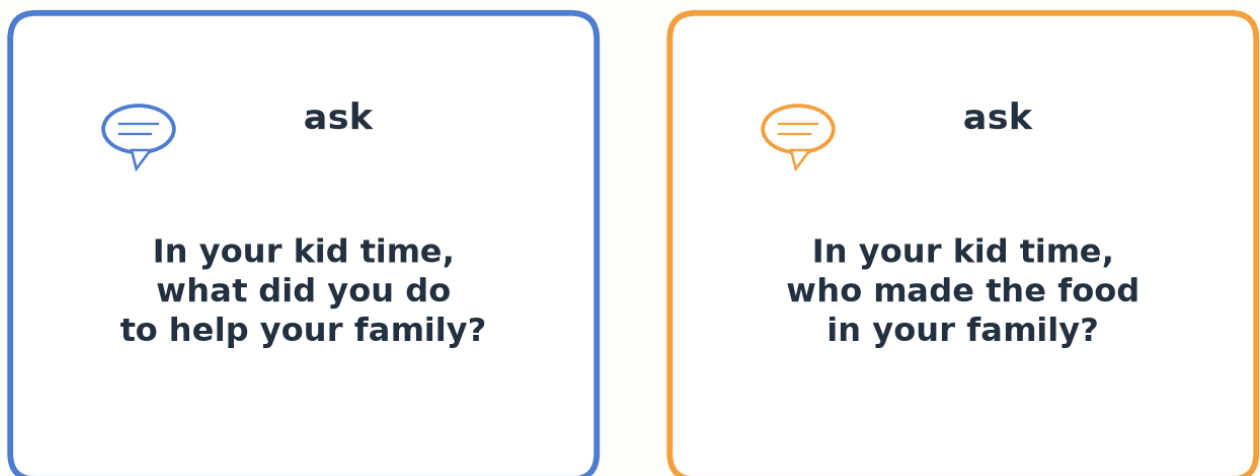
Question one: In your kid time, what did you do to help your family?

Question two: In your kid time, who made the food in your family?

The words of your family are a source. They help us know about the past.

Do: send the question cards home with each child (figure 9). The grown-up answers in their own words; the child can draw the answer. Collect the answers as they come back — they are the family work of the recent past, the living memory behind .E03, and they join the questions collected in 3A.

Ask your family at home



ask the words, and listen to the words

Two questions to ask at home. The first says: In your kid time, what did you do to help your family? The next one says: In your kid time, who made the food in your family? Words under the questions say ask the words, and listen to the words

Unscaffolded

Q5 — Draw your family and its work. Each child draws their own family and one bit of family work — a person making the food, a person reading to a kid, a person going out to work. The child says the words for the drawing; the teacher scribes, exactly as modelled in 1A example 2: *This is my dad. He makes the food.*

Q6 — One changed, one same. Each child tells a small group one thing that changed from the past to now, and one thing that is still the same.

Say: Say it to your friends: one thing that changed, and one thing that is still the same.

The friends listen; then the next child goes.

Reasoning prompt (observed)

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

Say: How do you know about the big families in the past?

How do you know families love one another now?

Listen for the child to say *how they know*: "I can see it in the old drawing." "The baby drawing says it." "My grandma said it." A child who points to the made old picture, the counting picture, or the words of the family is pointing to a source — pointing to how we know about the past. At Foundation, that is the whole of history in one move.

What to listen for (teacher observation)

No marks and no right or wrong. Watch and listen as the children talk, draw, sort and point, and note what each child can do. The band achievement standard (VCAA, stated at the end of Level 2) asks students to say what stays and what changes in their own life, their family and their community, to tell the important things about their own life and family, and to spot what changed and what stayed the same in daily life by putting past and present side by side. In this section at Foundation, that looks like:

- the child **names the family shapes on the cards** — nuclear, large, single-parent, extended, blended or step, rainbow, adoptive or foster, grandparent — and knows their own family is one of the good shapes (the range of .E01);
- the child **compares a family now with a family from the recent past** — says how many people are in the old picture and in their own family, and says big or small, across the generations (.E02);
- the child **says the family roles of the past and of now** — who made the food, who did the washing, who cared, who worked — and sorts the work cards into the past, now and both (.E03);
- the child **says one thing that changed and one thing that is still the same** about families;
- asked *How do you know?*, the child **points to a source** — the old picture, the counting picture, or the words of the family.

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

Care points. A child's family can be a happy place and it can be a hard place. Let every child name the family that is theirs, and never ask a child to name or sort their own family in front of the class — the sorting is done on the made cards, and a child who volunteers their own family is welcome, never required. Hold the hedges about the past: *in the past, in many families...* — not *all families*, because many families in the past looked like the families of now, and some families now look like the families of the past. Hold the same hedge about roles: any grown-up can do any role now, and some did in the past. Name every family shape with the same warm voice, and where a child's family words come from another language or another place, say that it is good, and use the child's word with the class.

Daily life now and then

Section 1C of the Foundation History workbook. One CD is taught here: VC2HH2K03. Students compare their own daily life now with daily life in the past, using old things, pictures, and the words of grown-ups from their own families. At Foundation no student reads or writes anything in this section: every line is read aloud by the teacher, and evidence is what the teacher sees and hears.

New words

The teacher says each word, shows the thing or picture, and the class says it back.

- **past** — all the time that is not now.
- **then** — a word for the past. A long time back.
- **present** — now. Today.
- **history** — the story of people and things from the past.
- **source** — something that helps us find out about the past.
- **artefact** — an old thing that people made.
- **slate** — a small, flat thing. Students made letters on it with chalk.
- **chalk** — a white stick. You make letters with it.
- **hoop** — a big, round toy. You roll it with a stick.
- **marbles** — little round toys from long ago.
- **hopscotch** — a game. You hop on the boxes.

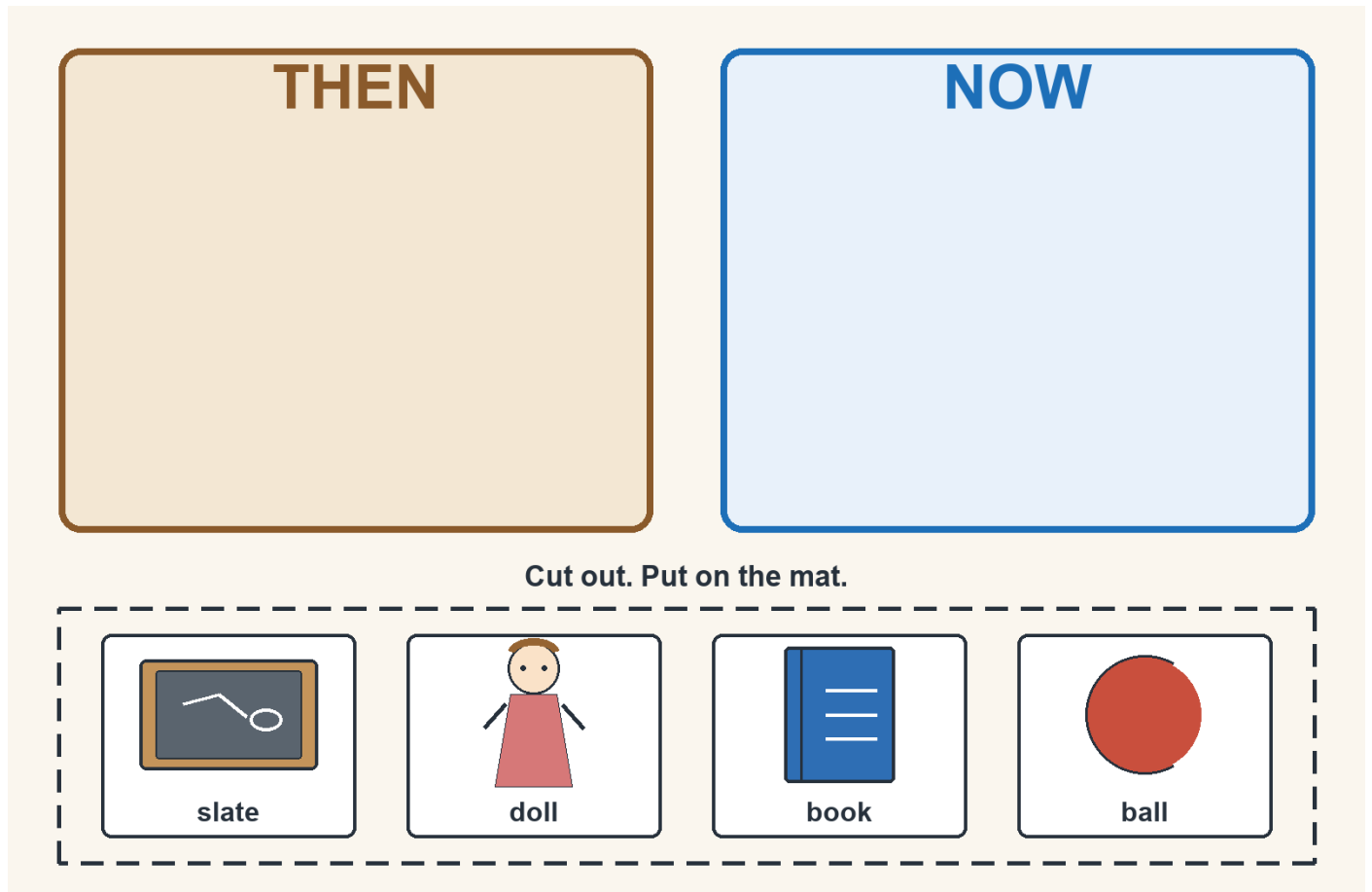
What you need

- The ten pictures from this section, printed big.
 - Old things from home, if families have them: an old doll, an old ball, an old book, an old photo. Real things are best.
 - The question cards (the family picture), printed one line to a card.
-

Say and do

The teaching sequence. The teacher reads every **Say** line aloud, word for word, and does the **Do** line as it comes.

1. Do: Put the big mat where all students can see it.



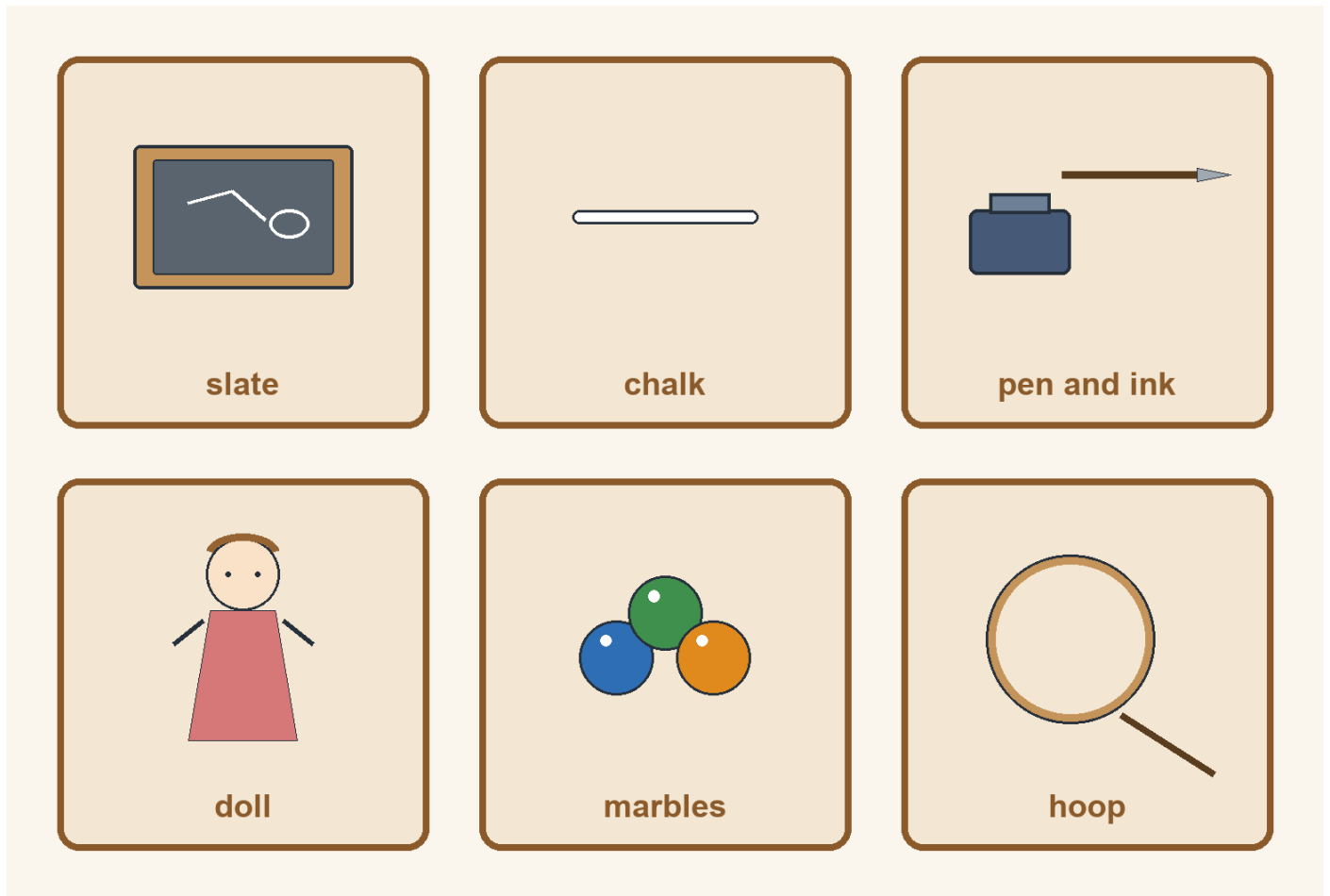
A big mat. One says THEN. One says NOW. Four small pictures to cut out: a slate, a doll, a book and a ball.

Say: “Today we look at THEN and NOW. THEN is the past — a long time back. NOW is today.”

2. Do: Say the new words with the things or pictures in your hands.

Say: “History is the story of people and things from the past. Old things are sources. They help us find out about the past.”

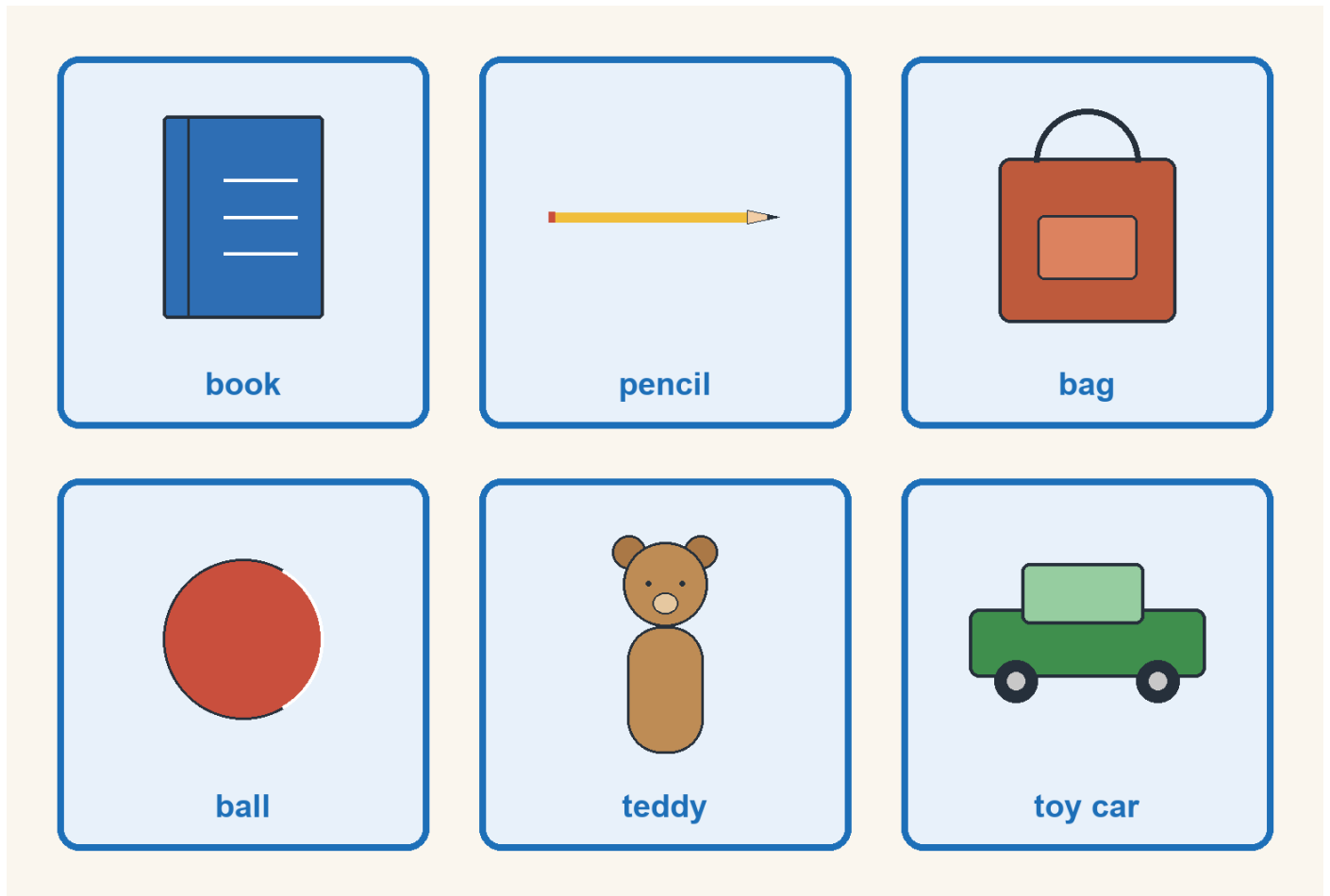
3. Do: Show the old-things pictures, one at a time.



Six pictures of old things: a slate, chalk, a pen and ink, a doll, marbles and a hoop.

Say: “Look at the old things. A slate — a small, flat thing. Students made letters on it with chalk. A pen and ink — not a pen like ours. This pen goes in the ink. A doll. Marbles. A hoop.”

4. Do: Show the now-things pictures, one at a time.



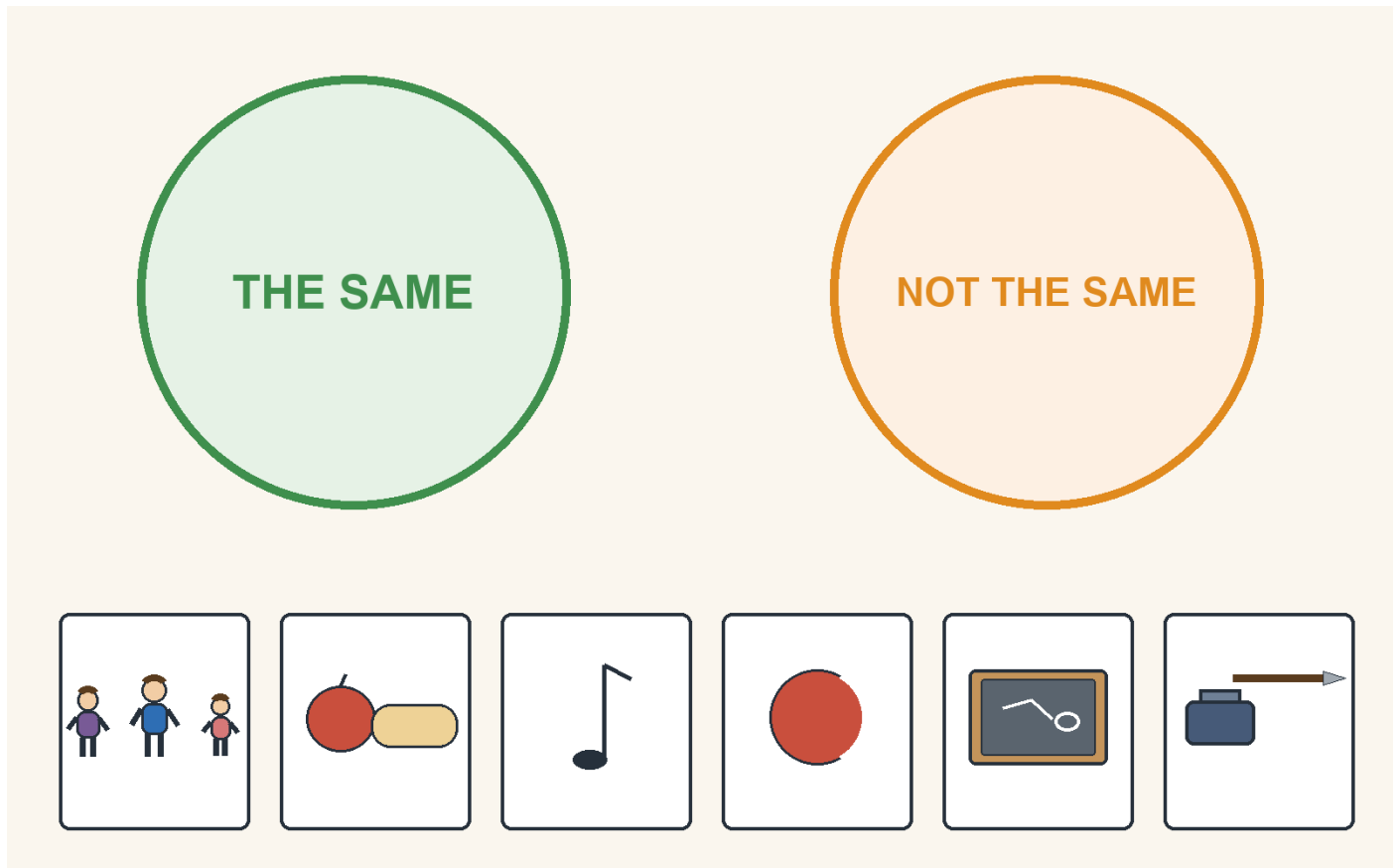
Six pictures of things from now: a book, a pencil, a bag, a ball, a teddy and a toy car.

Say: “Look at the things from now. A book. A pencil. A bag. A ball. A teddy. A toy car.”

5. Do: Put each picture on the mat as the class says it.

Say: “Slate: THEN or NOW? Doll: THEN or NOW? A doll is THEN and NOW — both! Ball: THEN and NOW — both!”

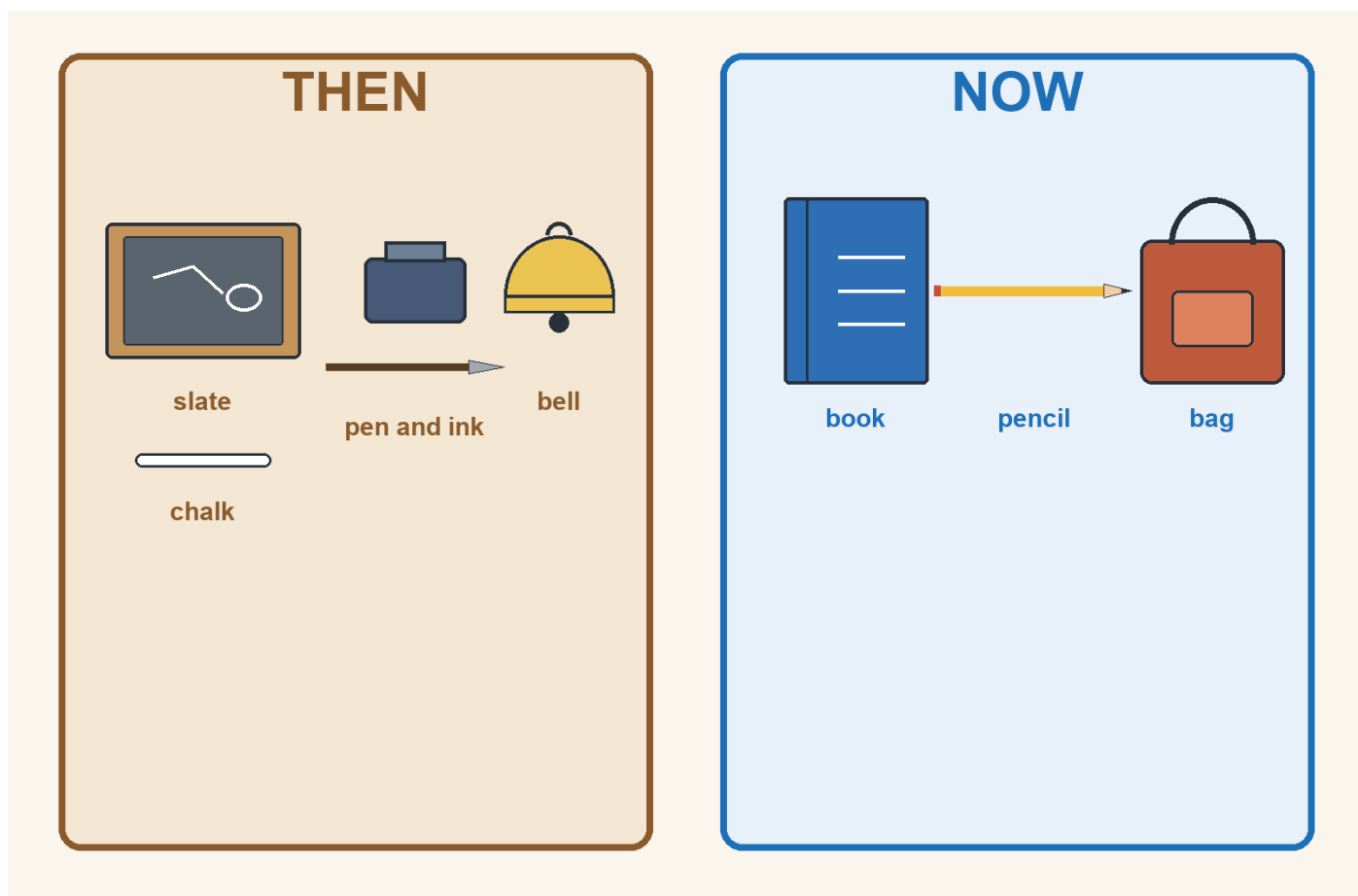
6. Do: Show the same / not-the-same picture.



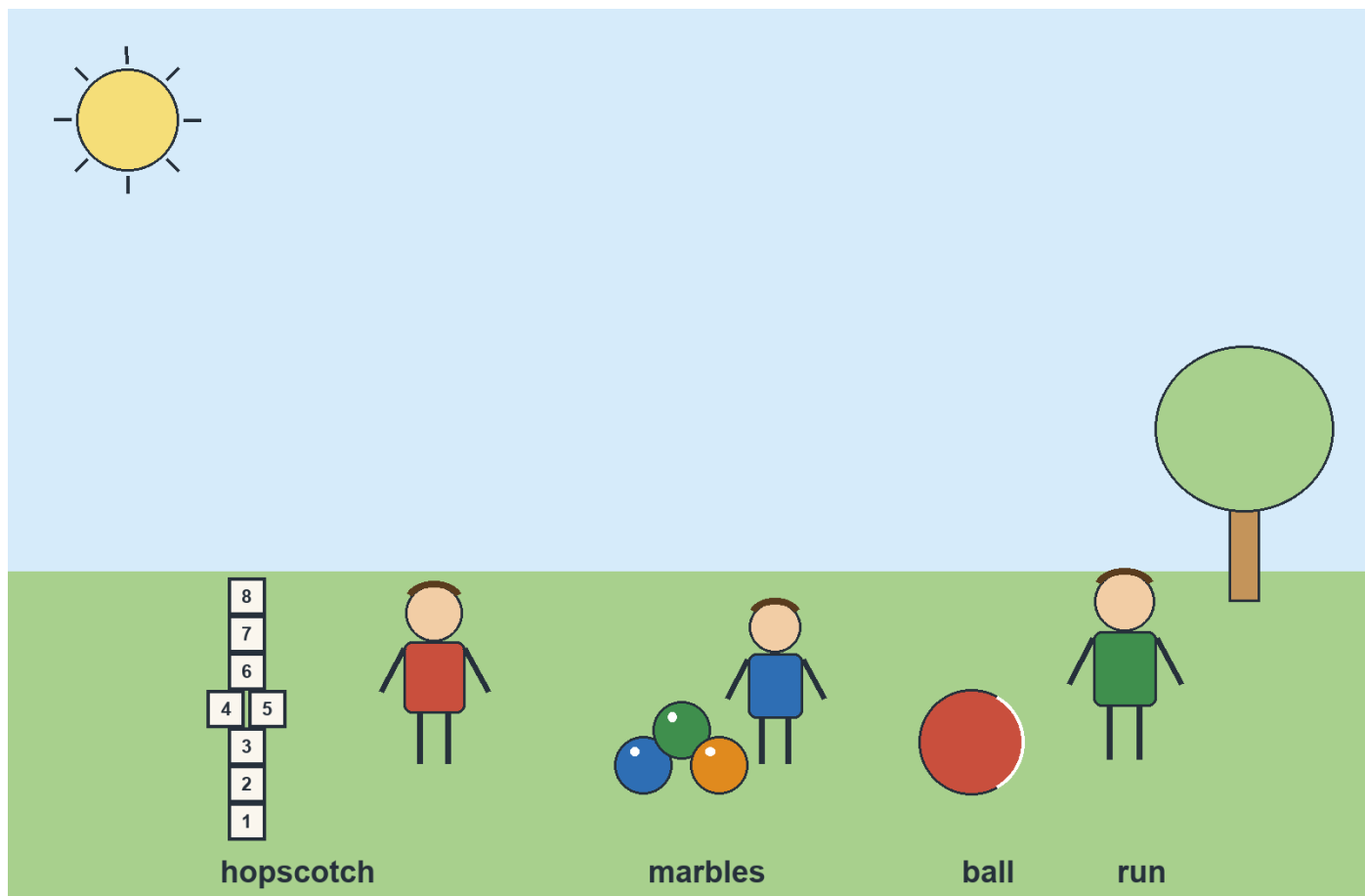
Two big circles. One says THE SAME. One says NOT THE SAME. Six small pictures: a family, food, a song, a ball, a slate, and a pen and ink.

Say: “Some things are the same, then and now. We all eat. We all play. We all have a family. We all sing songs. Some things are not the same. Then: a slate. Now: a book.”

7. Do: Show the school-things picture and the playground picture.



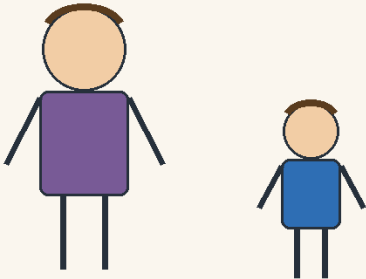
School things, then and now. Then: a slate, chalk, a pen and ink and a bell. Now: a book, a pencil and a bag.



Games at the playground: hopscotch, marbles, a ball, and a run.

Say: “Then: a slate, chalk, a pen and ink, and a bell. Now: a book, a pencil and a bag. Games at the playground: hopscotch, marbles, ball, run. Mums and dads played them too, a long time back!”

8. Do: Show the grown-up question picture. Send the questions home, one line to a card.



Ask your family

What games did you play at school?

What was your school like?

How did you go to school?

What did you eat at school?

What songs did you sing?

Questions to ask your family.

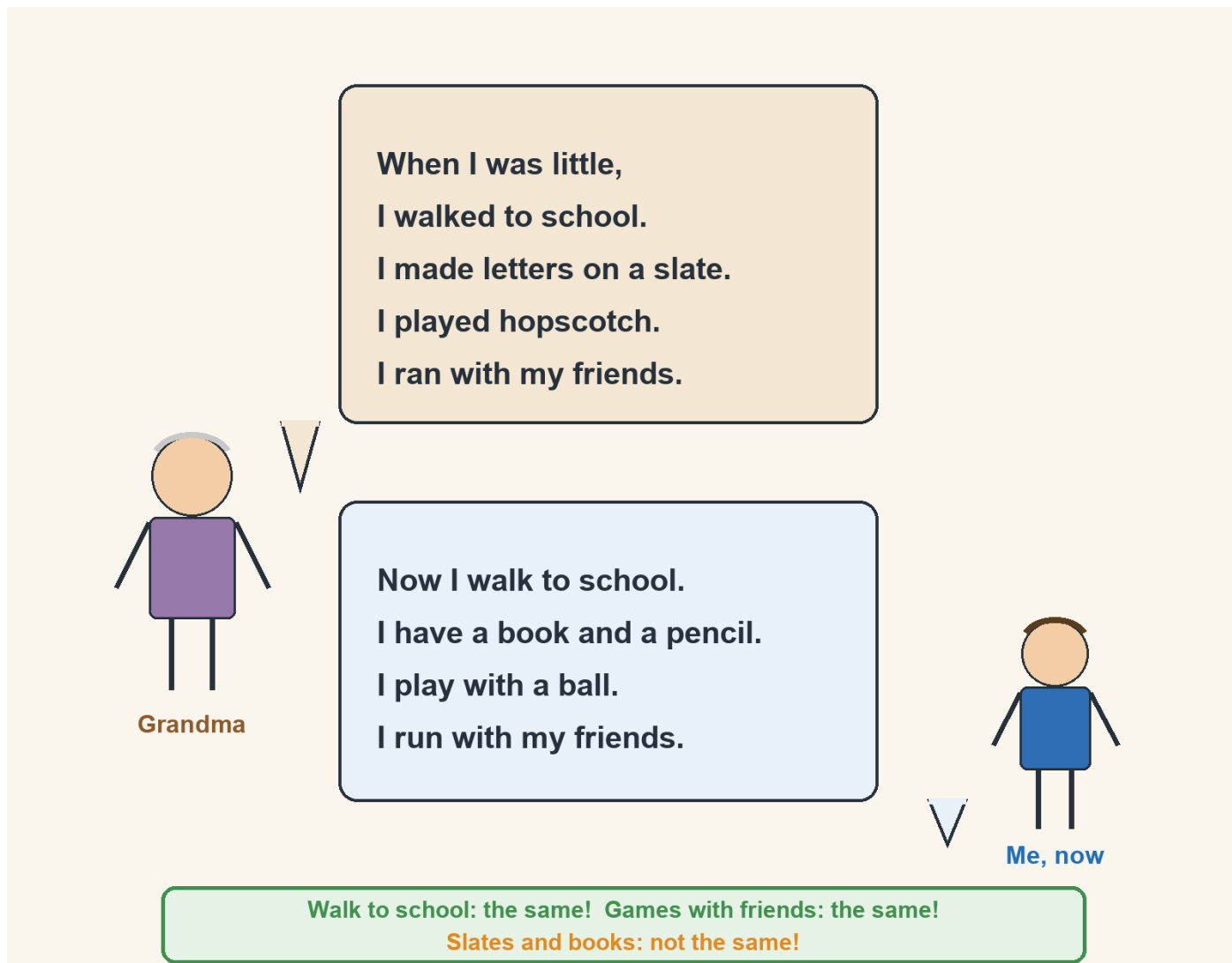
Say: “You can ask your family. What games did you play at school? What was your school like? How did you go to school? What did you eat at school? What songs did you sing? Your family’s talk is a source too!”

How we do it

Two worked examples. The teacher does each one in front of the class and thinks out loud.

Example 1 — a talk from then, a talk from now

Do: Show the model-talk picture. Read Grandma's talk slowly, then your talk.



Grandma talks. I talk. Some things are the same. Some things are not the same.

Say: “Listen to Grandma’s talk. ‘When I was little, I walked to school. I made letters on a slate. I played hopscotch. I ran with my friends.’”

Say: “Now my talk. ‘Now I walk to school. I have a book and a pencil. I play with a ball. I run with my friends.’”

Say: “Walk to school: the same! Games with friends: the same! Slates and books: not the same! That is history — then and now, the same and not the same.”

Example 2 — putting a picture on the mat

Do: Hold up the pen-and-ink picture. Think out loud, then put it on THEN.

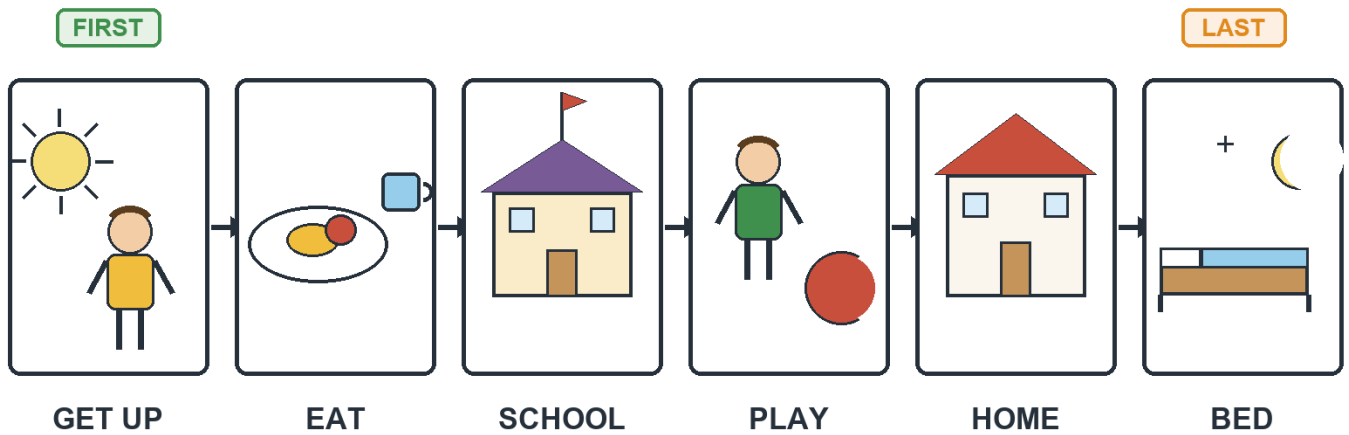
Say: “I have the pen and ink. THEN or NOW? I look: a pen with no lid. It goes in the ink. Not like my pen. I put it on THEN. How do I know? It is old. It is not like our pens.”

Practice questions

Try with help

Q1. With the teacher: put the slate, the doll, the book and the ball on the mat. THEN or NOW? Say how you know.

Q2. Put the day pictures in order. First: get up. Last: bed. Say the day with the teacher.



Six pictures of my day in order: get up, eat, school, play, home, bed. First and last.

Q3. The family picture: THE SAME or NOT THE SAME? The slate picture: THE SAME or NOT THE SAME? Say how you know.

Q4. Look at the games at the playground. Ask your family: What games did you play?

Now you try

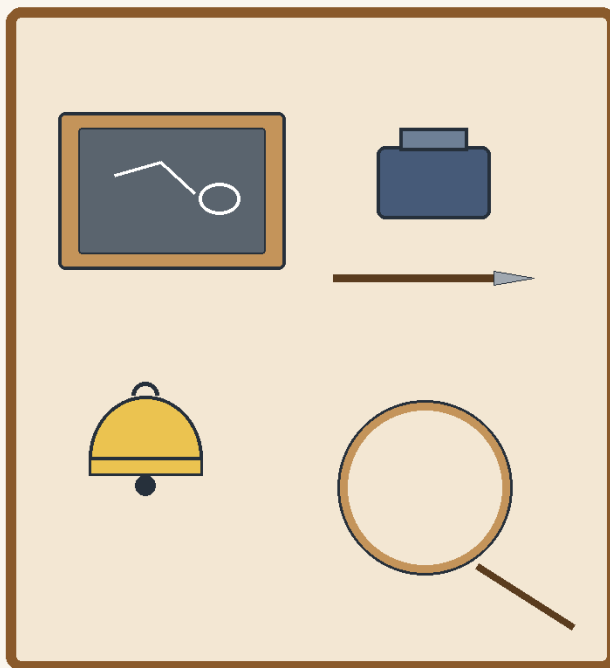
Q5. Draw your day: get up, eat, school, play, home, bed.

Q6. Put the old and new pictures on the mat. Then say: “The slate is THEN. The book is NOW.”

Say how you know

Q7. Look at the old things. What do you see? How do you know they are old?

Look at this old picture.



WHAT DO YOU SEE?

HOW DO YOU KNOW?



Old school things to look at. Two big questions: What do you see? How do you know?

What to listen for

Evidence at Foundation is observed and oral. Things you might see and hear:

- A student puts the slate on THEN and says, “Old. Not like our pens.”
- A student puts the family picture on THE SAME and says, “We all have a family.”
- A student says, “My grandma played marbles,” and puts marbles on THEN.
- A student draws the day in order: get up, eat, school, play, home, bed.
- A student answers “How do you know?” with what they see: “It is old. It has a bell. It has no lid.”

For the teacher

CD VC2HH2K03 (code checked against the VCAA VC2 Humanities export, retrieved 2026-07-29).

Elaborations taught: .E01 (old and new things at school – the equipment, the activities, the playground and its games – looked at through artefacts and photos the teacher provides, and through questions the children ask grown-ups of different generations), .E03 (the parts of each day that have changed over time: homes, traditions, free-time activities, school life, rules, shopping), .E04 (photos and spoken memories put side by side; the children talk with the grown-ups close to them – a parent, a carer, a grandparent, a family friend).

.E02 is excluded entire (TOC decision D3) – its content is not taught in this book and does not appear in this section.

Chapter focus question: How has home life changed or remained the same over time?

- No reading, no writing: students do not read anything in this section. The teacher reads every line aloud. Evidence is what the teacher sees and hears (drawings, sorting, oral answers).
- Sources are real: the old things and photos come from students' own homes, and the oral histories come from named grown-ups in each student's own family (Q4, Q7). The model talk in Example 1 is a model text made for this book; say so when you read it, and then use a real grown-up's talk from your own family as the class source.
- The THEN and NOW mat, the same / not-the-same circles, and the day strip are the section's running tools; keep them up on the wall for the whole chapter.