

Mathematics Level 7

Chapter 4 — Historical Concepts and Skills: making sense of the past and telling it

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Contents

Section	Page
Continuity and change: what stays and what changes	2
Why things change and what happens next	12
Why some people, events and places matter	25
Telling the past in order	35

Continuity and change: what stays and what changes

Words we use

Say: “Here are some new words for this book. Listen. We will say them and do them.”

- **history** — History is the story of people and things from the past.
 - **past** — The past is all the time that went by. A long time back.
 - **present** — The present is now. Today.
 - **then** — Then is a word for the past. A long time back.
 - **now** — Now is today. At this time.
 - **old** — A thing is old when it is from a long time back.
 - **new** — A thing is new when it is from now.
 - **change** — A thing changes when it is not the same now. A baby is little. Now you are big. You changed!
 - **continuity** — Continuity is when a thing stays the same. It goes on and on. We still eat with our family. That is continuity.
 - **source** — A source can help us find out about the past. An old thing can be a source. A story can be a source. Old pictures can be sources too.
 - **artefact** — An artefact is a thing that people made a long time back.
 - **clue** — A clue is a little bit of help. Clues help us see if a thing is old or new.
 - **monument** — A monument is a thing that people made, to help us think of people from the past.
 - **landmark** — A landmark is a big place that many people know, like a tall building or a big old tree.
 - **plaque** — A plaque is a small, flat thing on a wall. It has words about the place and its past.
 - **whisk** — A whisk is a thing you put in your hand to mix eggs.
 - **mixer** — A mixer is a cooking thing that mixes eggs for you.
 - **hopscotch** — Hopscotch is a game. You hop on the boxes.
 - **hammer** — A hammer is a thing you hit with.
 - **dust** — Dust is little dry dots that come on a thing when it sits a long time.
-

Teaching sequence

Part 1 — Two big ideas

Say: “Today we look at two big things: CHANGE, and THE SAME.”

Say: “Look at you! A baby is little. Now you are big. You can walk. You can talk. You CHANGED!”

Say: “But some things do not change. You still have your family. You still love to play. They are STILL THE SAME.”

Say: “Change is when a thing is not the same now. The same is when a thing goes on and on.”

Ask: “What changed for you? You went from little to big! Say what changed.”

Ask: “What is still the same for you?”

Part 2 — Things from then, things from now

Say: “Look at things from a long time back! They are not like our things today.”

Say: “Then: a doll made of cloth. Now: a doll from the shop. Toys changed!”

Say: “Then: a big phone on the wall, with a long thing that goes round and round. Now: a little phone we can take with us. Phones changed!”

Say: “Then: long dresses and big hats. Now: short clothes. Clothes changed!”

Say: “Then: a whisk for your eggs, in your hand. Now: a mixer that mixes them. Cooking things changed!”

Say: “Then: a pen that went in ink. Now: a pencil. Home work changed!”

Say: “Then: big books with no colour. Now: books with lots of colour. Books changed!”

Say: “But some things are still the same! Then: kids played hopscotch. Now: kids still play hopscotch. Then: a hammer. Now: a hammer. Some games and tools are still the same!”

Ask: “What toys do you have at home? Are they old things, or new things?”

Part 3 — Clues: how do we know a thing is old?

Say: “How do we know a thing is old? We look for clues!”

Say: “Clue one: the colour went away. Old things can look like that.”

Say: “Clue two: the thing is soft and old. It has little spots on it.”

Say: “Clue three: it has dust on it.”

Say: “Clue four: old pictures have no colour. They are black and white.”

Say: “A new thing has lots of colour. It looks all new. It has no spots.”

Ask: “Look at this one. Is it old, or is it new? What clue can you see?”

Part 4 — The past is all around us

Say: “The past is still here, all around us! We can see it where we live.”

Say: “Look at the name of the street. Some street names are very old. The name is from a long time back.”

Say: “Look at the big old building. It is from a long time back. It is still here today!”

Say: “Look at the monument. People made it, to still think of people from the past.”

Say: “Look at the big old tree. It was here a long, long time. It is a landmark.”

Say: “They are all signs of the past. We can see them today.”

Say: “Old buildings have clues too. Look at this wall.”

Say: “Clue one: a date. A number on the wall says when people made it.”

Say: “Clue two: decorations. Nice shapes on the wall, made by hand a long time back.”

Say: “Clue three: a plaque. A plaque has words about the place and its past.”

Ask: “Did you see an old building by your home, or by school? What clues can you look for?”

Part 5 — Stories, and what we can say

Say: “Old things help us know about the past. Stories help us too!”

Say: “Your mum and dad can talk to you about a long time back. Your grandma and grandpa can talk to you. Older people you know can talk to you. Their stories are sources!”

Say: “Now we can say what we think, with our clues and our stories.”

Say: “We can say: We still eat with our family. That stays the same.”

Say: “We can say: Phones changed. Now they are small, and we can take them with us.”

Say: “We can say: There are new houses where we live now. It changed!”

Ask: “Say one thing that changed. Say one thing that stays the same.”

Worked examples

Example 1 — the two phones (figure 9)

Say: “I look at the two phones. What is the same? They both help us talk to the people we love. That stays the same!”

Say: “What changed? This phone is big. It has a long thing that goes round and round. The colour went away, and it has little spots. It is old! This phone is small and flat, and we take it with us. Phones changed.”

Example 2 — the old wall (figure 6)

Say: “I look at this wall. What can I see? I can see a number on the wall. It says this building is very old. I can see nice shapes. And I can see a plaque with words. This place is from a long time back — and it is still here today!”

Practice

1. Take a thing from the old-things box. Look at it. Find a clue. Put it on the mat: OLD, or NEW? Say: “It is old. I can see ...” or “It is new. It looks ...”
2. Take one THEN thing from the THEN and NOW pictures. Find the NOW thing that goes with it. Say one thing that is the same, and one thing that changed.
3. Look at the street pictures. Find three signs of the past. Say what they are.
4. Listen to Grandma Rosa’s story. Then say: one thing that changed, and one thing that stays the same.

“When I was a little girl, we had one phone in our house. It was big, and it had a long thing that goes round and round. We all talked on it, one at a time. Now, we all have little phones, and we take them with us. But we still talk to the people we love. That is the same!”

Doing

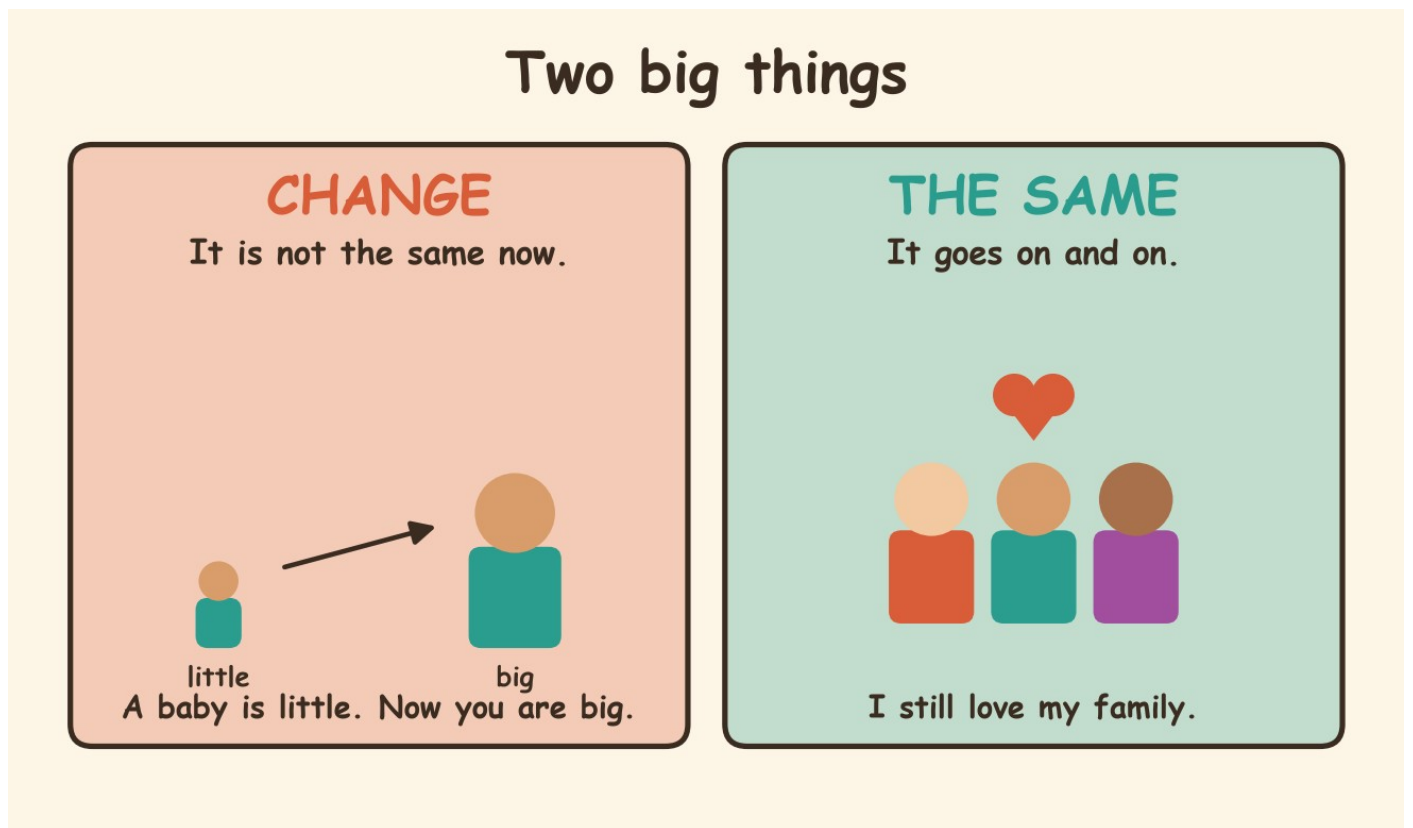
Doing 1. Draw two pictures: a thing from a long time back, and the same thing from now. Say what changed.

Doing 2. Say: what changed about your home, or where you live? What stays the same?

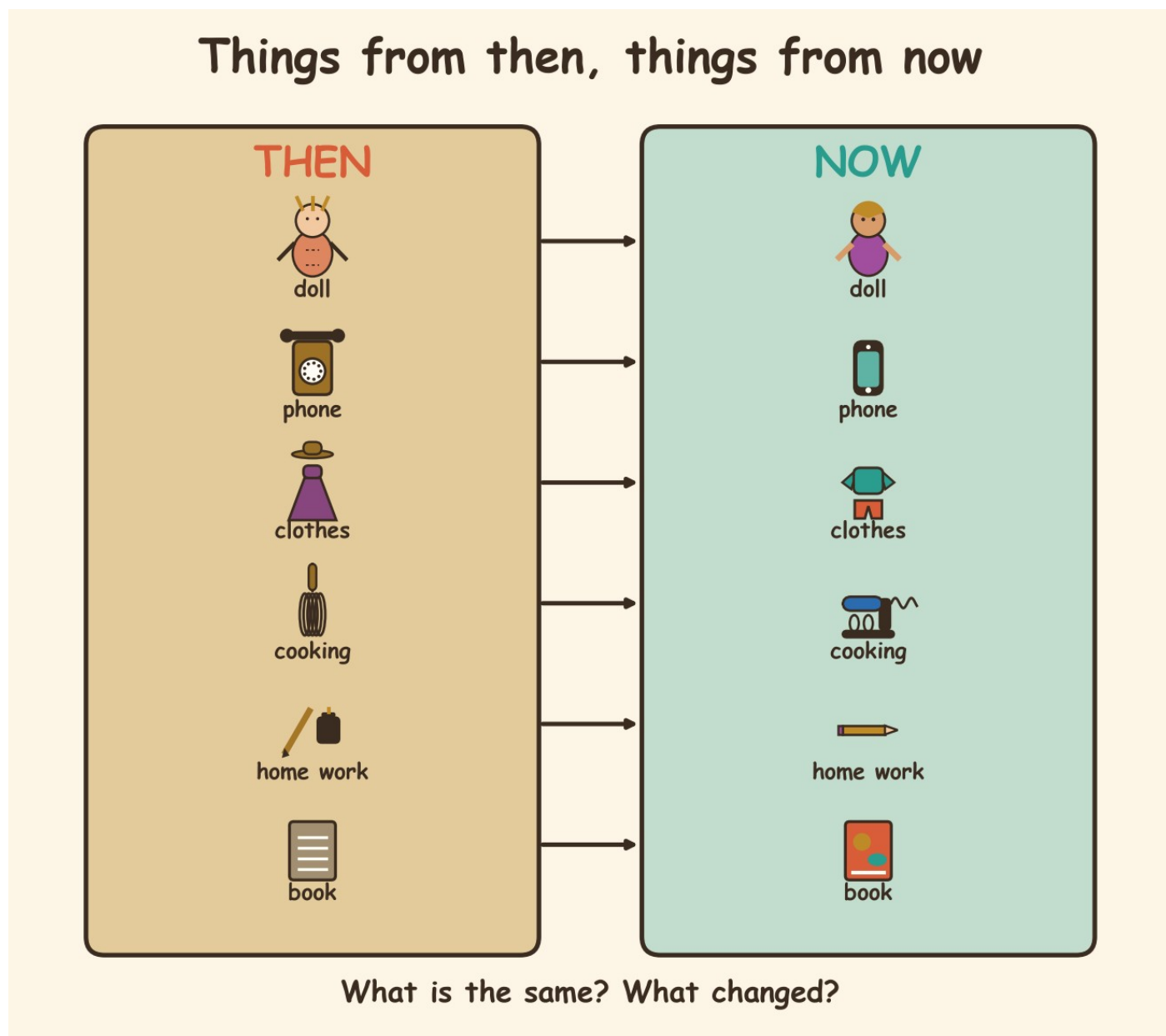
How do you know?

Ask: “Look at this old thing. How do you know it is from a long time back? Did it change, or is it still the same? How do you know?”

What we are looking for

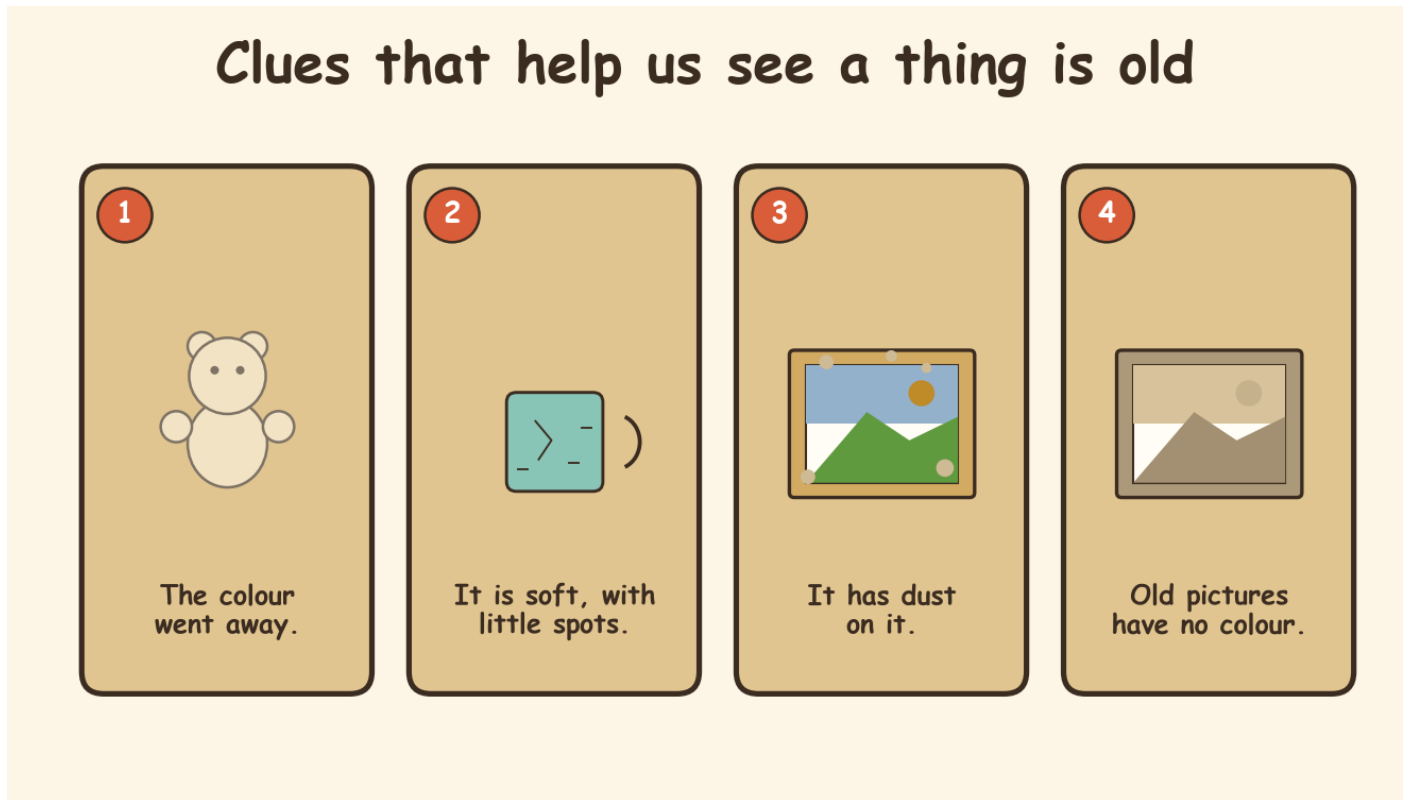


A drawing with two boxes. Box one has a baby and a big kid, for change. Box two has a family, and a love-shape, for the things that are still the same.



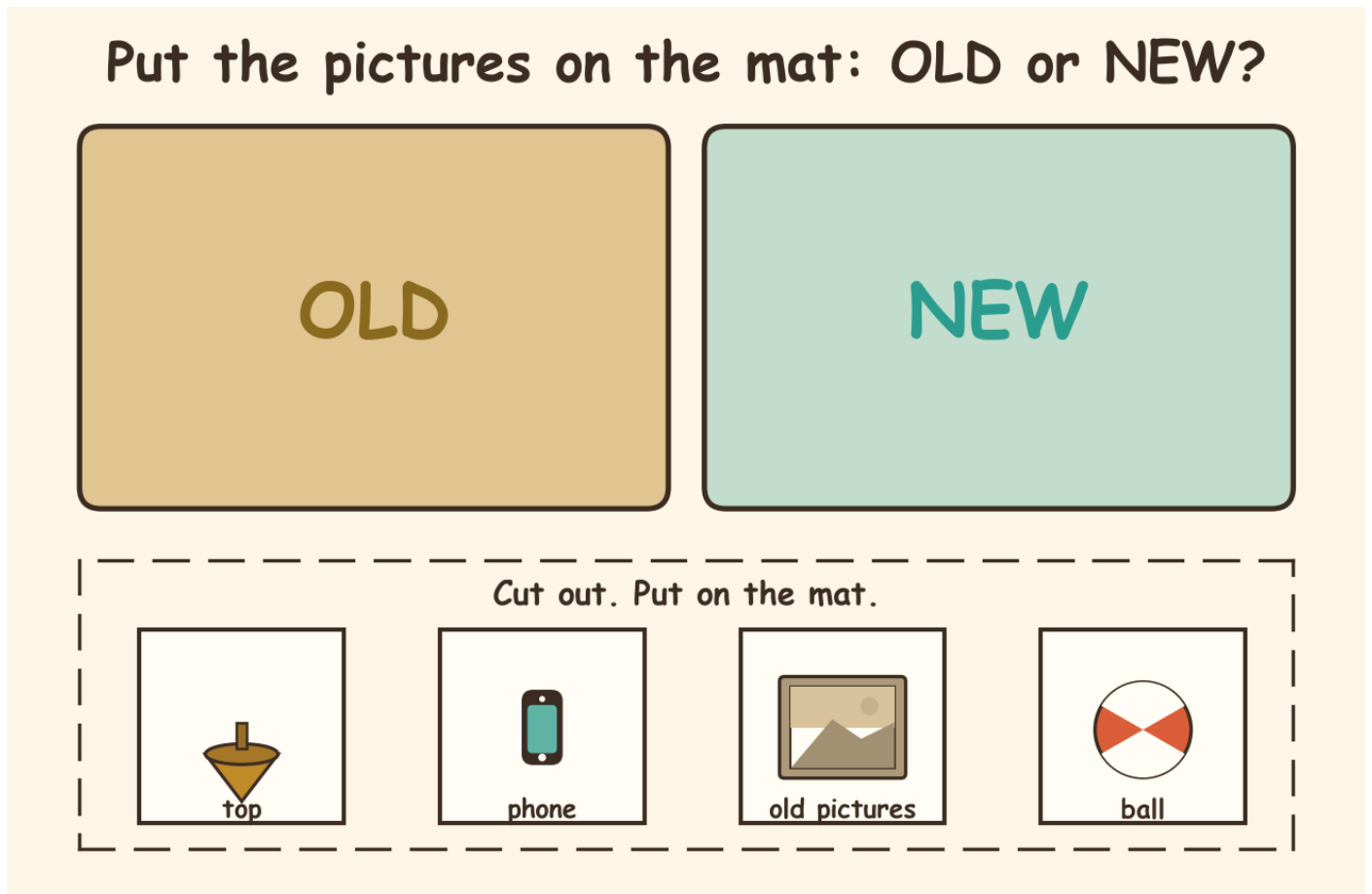
A drawing with two boxes. The *THEN* box has a cloth doll, a big wall phone, a long dress and a hat, a whisk, a pen and ink, and a big book with no colour. The *NOW* box has a shop doll, a little phone, short clothes, a mixer, a pencil, and a book with colour.

Drawing 3 — Clues that help us see a thing is old.



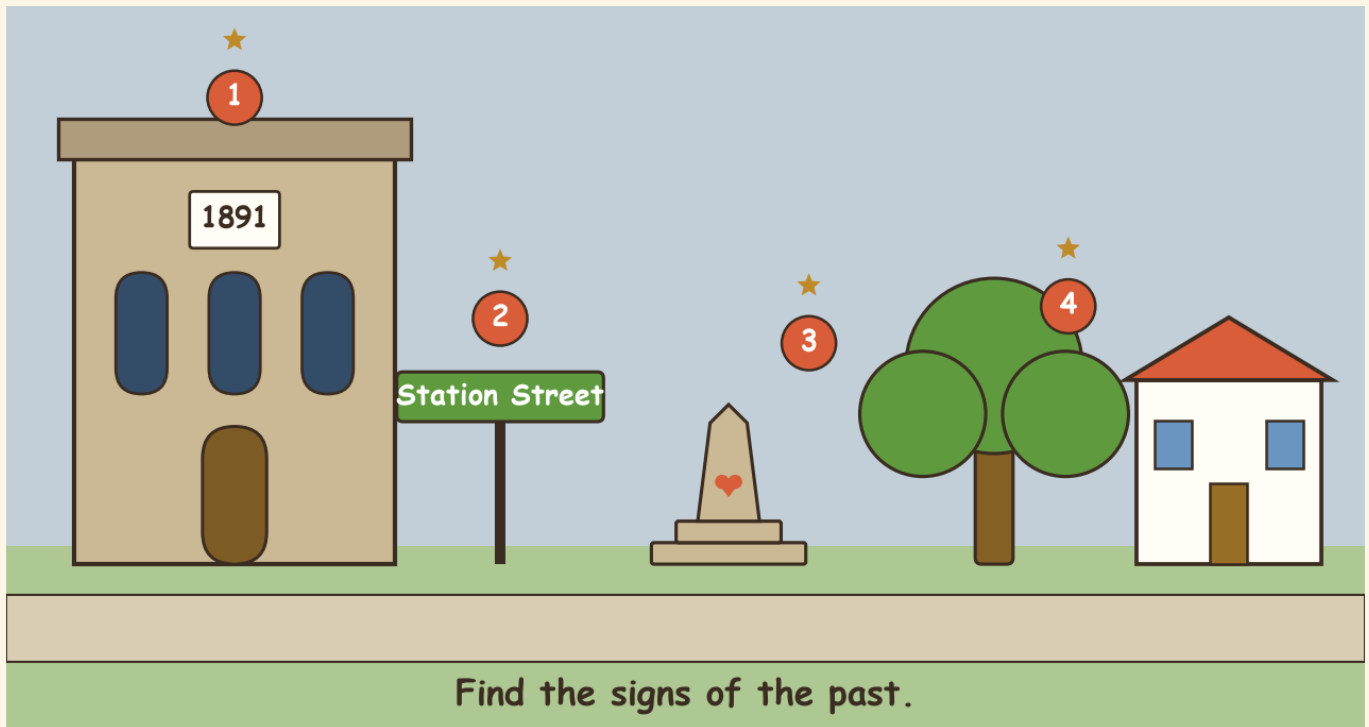
Four clues about old things: a teddy bear with little colour; a soft cup with little spots; old pictures with dust on them; and pictures that are black and white.

Drawing 4 — The OLD and NEW mat.



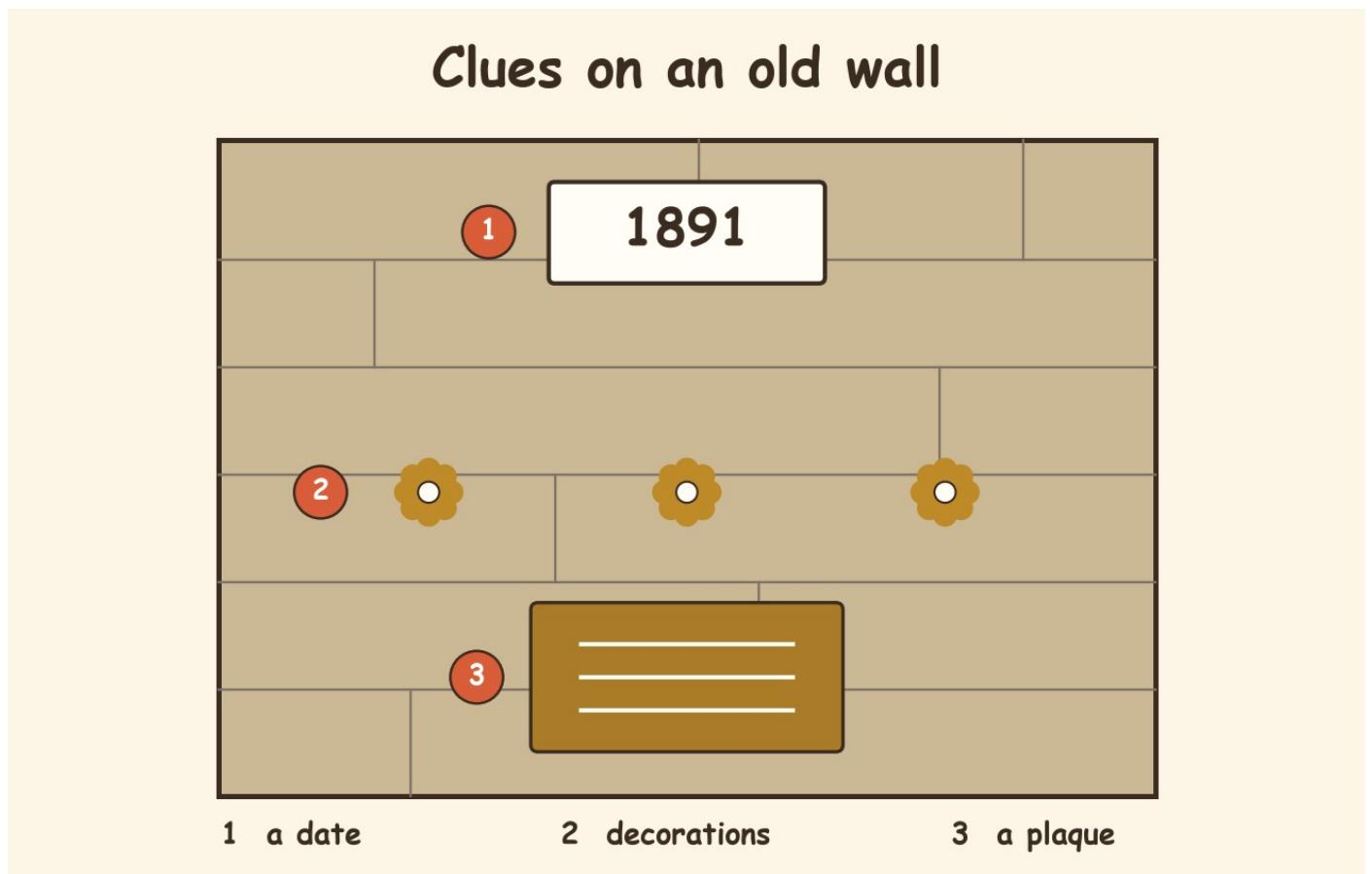
A big mat with two boxes, one for OLD and one for NEW, and little pictures to put on the mat: a top, a little phone, a black and white one, and a nice ball.

The past is all around us



A drawing of a street with signs of the past: a street name sign, a big old building, a monument, a big old tree, and a new house. There are stars to help you find them.

Drawing 6 — Clues on an old wall.



A good look at an old wall, with three clues: a number on the wall, nice shapes called decorations, and a plaque with words.

Drawing 7 — Stories are sources too.



A grandma says a story to two kids. In her story box there is a big old phone with a long thing that goes round and round.

What can we say?

_____ stays the same.



We still eat with our family.

_____ changed.



Phones are small now.

Two boxes to say what we think. One box says: We still eat with our family. That stays the same. The next box says: Phones changed. Now they are small.

Drawing 9 — Two phones: what is the same, and what changed?

Two phones: what is the same? What changed?

a long time back



It goes round and round.
The colour went away.
It has little spots.

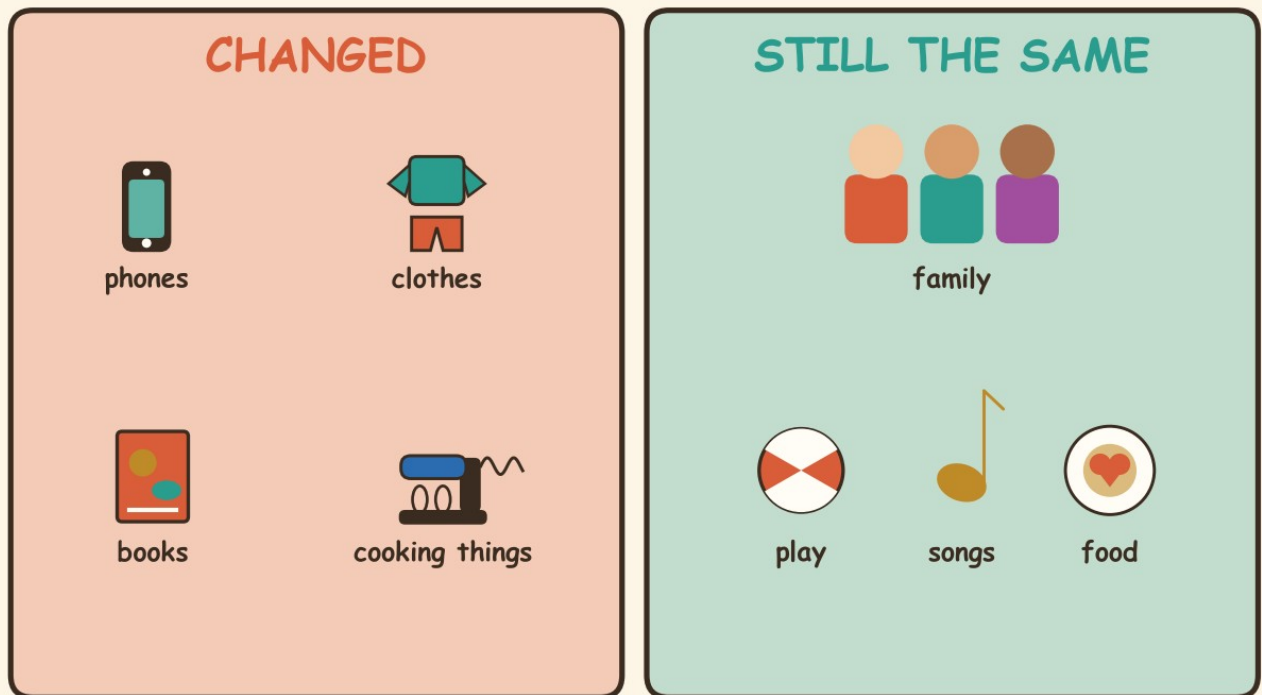
now



Both help us talk to the people we love!

A big old phone with a long thing that goes round and round, and a little new phone. Little boxes say the clues. Both phones help us talk.

Changed, and stays the same



So many things changed. So many things are still the same!

Two big boxes. One box has things that changed: phones, clothes, books and cooking things. The next box has things that are still the same: family, play, songs and food.

Why things change and what happens next

History Foundation · Chapter 4 – Historical Concepts and Skills: making sense of the past and telling it · Section 4B

Owns: VC2HH2S06 (code checked against the VCAA VC2 Humanities export, retrieved 2026-07-29)

Draws on: VC2HH2S06.E01, VC2HH2S06.E02, VC2HH2S06.E03, VC2HH2S06.E04

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 old objects, photographs 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/. The real-world facts in the teacher notes at the end carry a source line with a retrieval date (SOURCE_USE D4).

Chapter focus question (VCAA, F-2 band, example only — used as the Chapter 4 framing per TOC §3): How have changes in technology shaped our daily life?

What this section teaches (teacher-facing)

This section is the concept pair to 2C: where 2C *describes* changing technologies and their consequences as knowledge, 4B names the concept pair — cause and consequence — and lets children use it on the same changes. It delivers all of VC2HH2S06 in one short sequence:

1. children **say what cause and consequence mean** in child terms — a cause is why something happens, a consequence is what happens next — always on a concrete chain, never as a free-standing definition (elaboration .E01);
2. children **discuss why the next thing after a change can be good or bad**, delivered at Foundation with happy and sad faces and the child's own *why* (elaboration .E02);
3. children **explain how changing ways of talking and watching — the telephone, the television — changed everyday life**, using old objects and photographs (elaboration .E03);
4. children **say how computers moved work — the places people work now** (elaboration .E04).

Terms the curriculum does not define. The Victorian Curriculum (VC2 History, Foundation to Level 2; VCAA export retrieved 2026-07-29) uses *cause(s)* and *consequence(s)* in VC2HH2S06 and in the band achievement standard 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 **cause** is why something happens — the thing that makes it happen;
- a **consequence** is what happens next, because of that.

At Foundation the pair is always carried by a concrete chain (the rain → the puddle; phones changed → we can talk to family far away). The adult register *positive / negative* of .E02 is delivered as *good / bad* with happy and sad faces; the fuller register returns in Levels 1–2 of the band.

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

- *cause* — why something happens (step 1);
- *consequence* — what happens next (step 1);
- *then and now* — the past, and today (step 3; met already in 1C);

- *change* — when something is not the same now (step 3; met already in 4A);
- *source* — a thing that helps us know about the past (step 7; met already in 1A and 3C).

Sources for the section. Ahead of time, ask families for one old thing or one old photograph each, if they have one: an old phone, an old radio, an old camera, an old toy. A photograph of a grandparent's kitchen or street does the same work. Where a family has nothing, a drawing is a source too. The old things, the photographs and the words of the family are the primary sources of this section; the made-up family below only shows how the tasks work. Use everything with care, and return it at the end.

The model family. The worked examples use the book's made-up family: Mia, her mum Anna, her dad Ben and her grandma Rosa (met in 1A). Tell the class that Mia's family is made up to show how, and that their own families and their own old things are the real ones.

Where this section joins the rest of the book. The changes of phones, televisions and computers are described as knowledge in 2C, and the words *then*, *now* and *change* are met in 1C and 4A — this section draws on that content by cross-reference (D6) and teaches the concept pair on top of it. The good/bad judgement here is the ancestor of the significance judgements in 4C, and the told change story returns in 4D's chronological account. The book's handoff for this CD is Levels 3–4 VC2HH4S07 (TOC §4) — named only, not taught here. Cross-reference only — this section teaches VC2HH2S06 and no other CD.

Teaching sequence (script for the teacher)

Step 1 — Two new words

Say: Today we learn two new words.

The first word is cause. A cause is the why.

Look! Rain! The rain is a cause.

The next word is consequence. A consequence is what is next.

The water is a consequence. The rain makes the water come.

Say the words with me. Cause. Consequence. First the cause. Then the consequence.

Do: show figure 1, the two word cards. Point to the rain cloud on the cause card and the puddle on the consequence card each time the words are said. Have the class say the two words back, twice.

Two new words



First the cause. Then the consequence.

Two word pictures. One says cause: a cause is the why, with a drawing of rain. One says consequence: a consequence is what is next, with a drawing of water. It says: first the cause, then the consequence.

Step 2 — The chain

Say: The rain is the cause. What is next? The water! The water is the consequence.

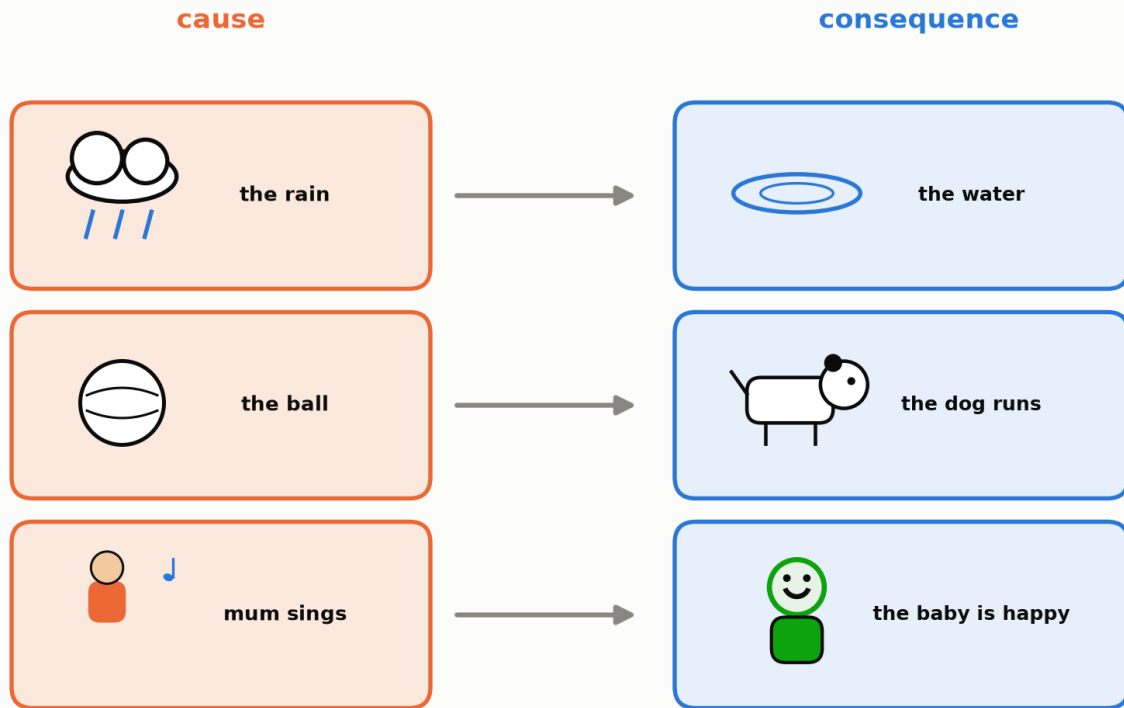
The ball is the cause. What is next? The dog runs! That is the consequence.

Mum sings. What is next? The baby is happy! That is the consequence.

Now you. I say the cause. You say what is next.

Do: show figure 2. Track each row with your finger: cause card, arrow, consequence card. Then play it as a game — you say “the rain”, the class says “the puddle”; you say “the seed”, the class says “the flower”; you say “the hot sun”, the class says “the ice cream melts”.

Cause and consequence



A cause makes a consequence.

Three cause and consequence pictures. The rain makes the water come. The ball makes the dog run. Mum sings and the baby is happy. It says: a cause makes a consequence.

Step 3 — Phones changed

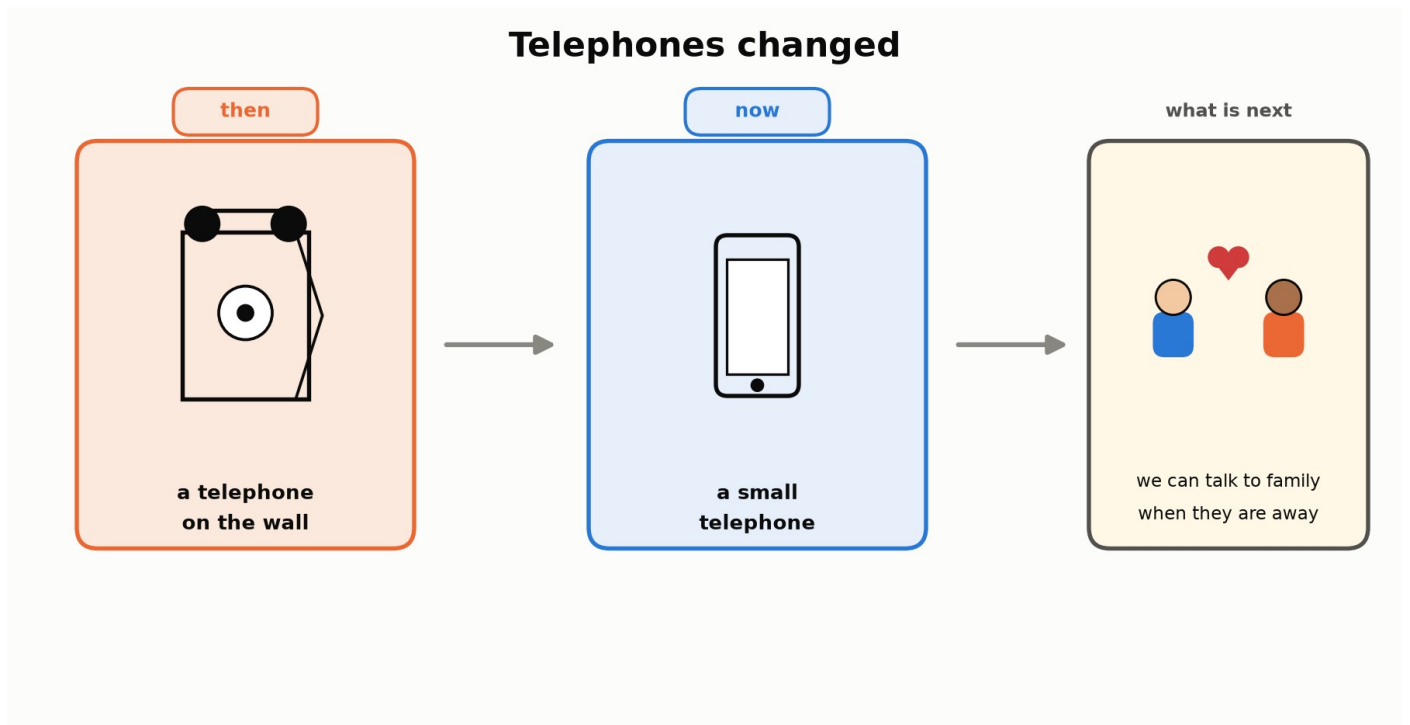
Do: hold up an old phone if a family sent one in — a wall phone or a phone with a cord is perfect — or a photograph of one. Then show figure 3.

Say: Look at this old telephone. It was on the wall. It was at home.

Now look at telephones now. They are small. We can take them with us.

Telephones changed! That is the change.

What is next? We can talk to family when they are away. That is the consequence.



Telephones changed. Then: a telephone on the wall. Now: a small telephone. What is next: we can talk to family when they are away, with a drawing of two people and love hearts.

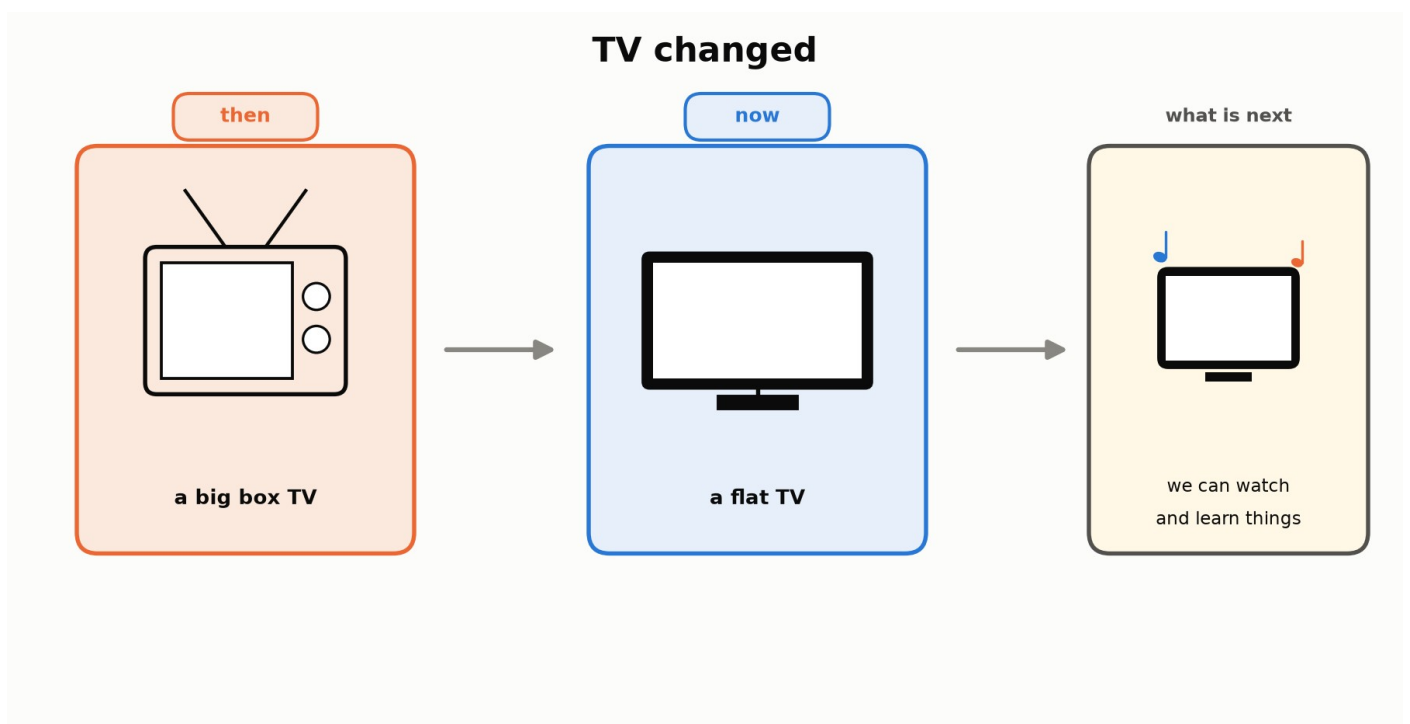
Step 4 — TVs changed

Say: Then, the television was a big box.

Now, the television is flat.

Televisions changed! What is next? We can watch and learn things. That is the consequence.

Do: show figure 4. If a grandparent or older relative appears in a family photograph near a big box TV, hold the photograph up beside the then card — the photograph is the source, the figure is the story.



TVs changed. Then: a big box TV. Now: a flat TV. What is next: we can watch and learn things.

Step 5 — Computers changed, and where people work

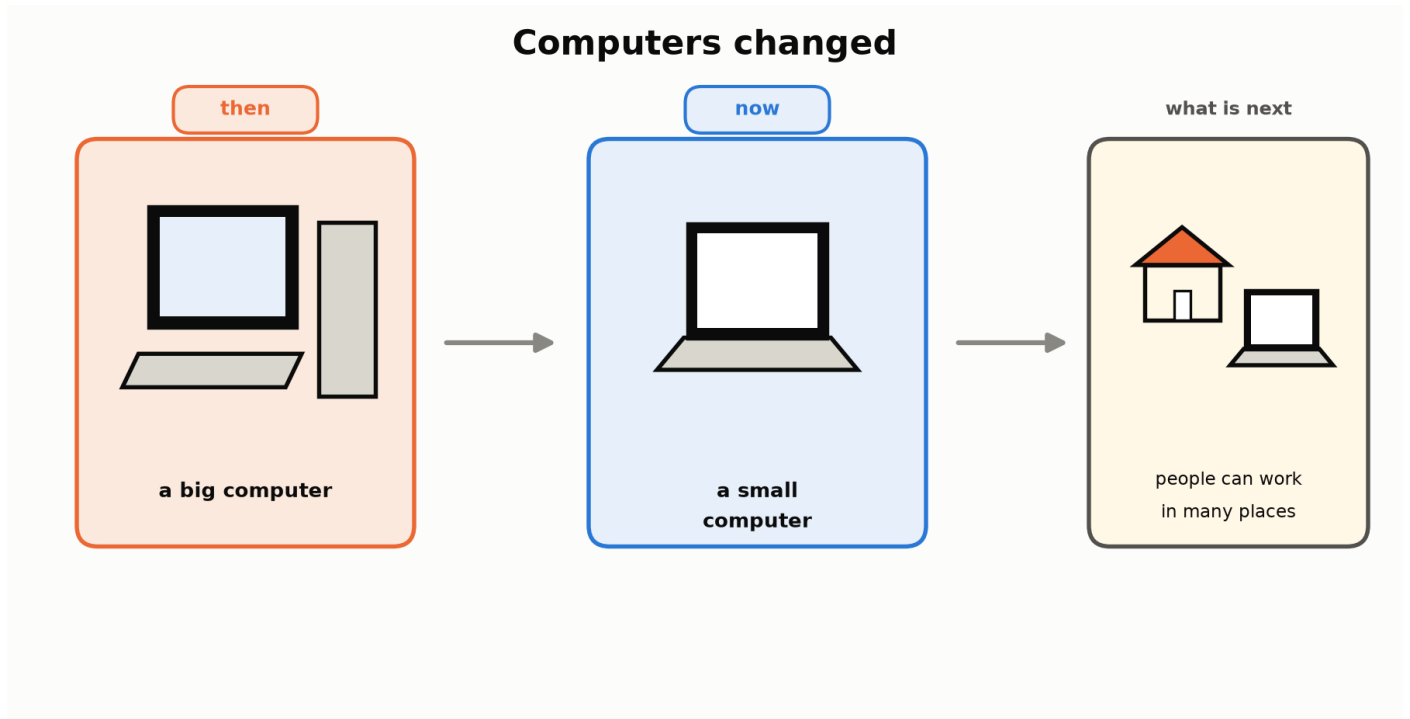
Say: Then, the computer was big.

Now, computers are small. We can take them with us.

Computers changed! What is next? People can work in many places.

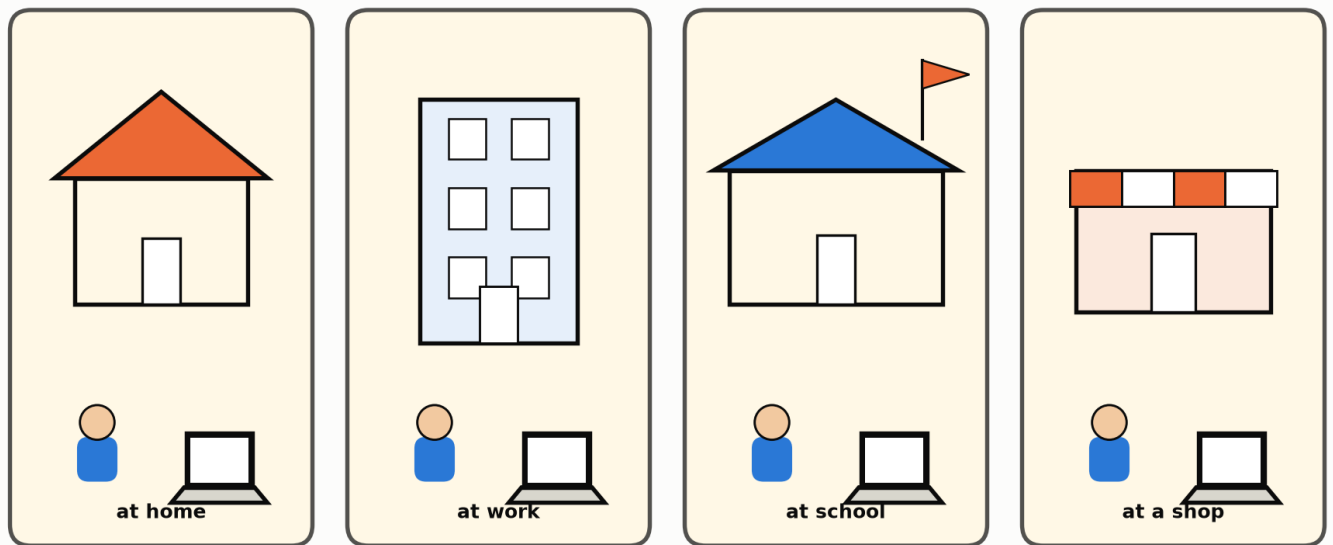
Look! People work with computers at home. At work. At school. At a shop.

Do: show figure 5, then figure 6. Point to the person with the small computer in each card of figure 6 — the same small computer, in four different places. That is the *where* of .E04: work moved with the computer.



Computers changed. Then: a big computer. Now: a small computer. What is next: people can work in many places, with a drawing of a house and a small computer.

Computers help people work



People work with computers in many places.

People work with computers in many places: at home, at work, at school, at a shop. Every drawing has people with a small computer.

Step 6 — Good or bad

Say: Consequences can be good. Consequences can be bad.

The happy face is for good. The sad face is for bad.

Look at the pictures. Talk to family when they are away — happy face, or sad face?

Learn songs and stories — happy, or sad?

Sit at the TV all day — happy, or sad?

The telephone rings when we eat — happy, or sad?

You say. And say why.

Do: show figure 7. Put the happy-face card and the sad-face card at either side of the board, and place each small card where the class puts it. Where faces differ, keep both and let each child say why — the *why* is .E02, not the face.

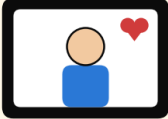
Consequences can be good or bad



good



bad

 talk to family when they are away	 learn songs and stories	 sit at the TV all day	 the telephone rings when we eat
--	--	---	--

Which go with the happy face? Which go with the sad face?

A happy face with the word good, and a sad face with the word bad. Four pictures: talk to family when they are away; learn songs and stories; sit at the TV all day; the telephone rings when we eat. It says: which go with the happy face? Which go with the sad face?

Step 7 — Ask a grown-up

Say: Take the pictures home. Ask your family. Listen.

Ask: What was your telephone like in the past?

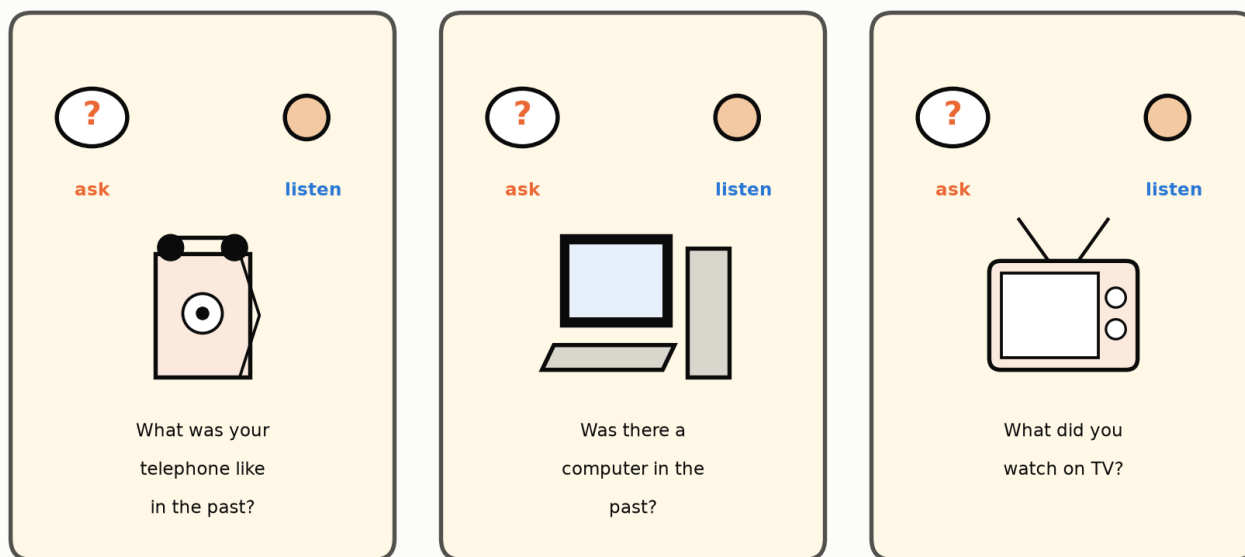
Ask: Was there a computer in the past?

Ask: What did you watch on TV?

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

Do: show figure 8 and send the cards home, one per child. The grown-up answers in their own words; the child listens, and may draw the answer. The answers that come back are the material for the unscaffolded tasks below.

Ask your family



Take the pictures home. Ask. Listen.

Three pictures to take home. All the pictures say ask and listen. Ask: what was your telephone like in the past? Ask: was there a computer in the past? Ask: what did you watch on TV? It says: take the pictures home. Ask. Listen.

Modelled examples (teacher-facing)

Two worked examples, modelled with real old objects 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: a change story from an old phone

What the teacher models, holding the old phone (or the drawing of one) and then showing figure 9:

Do: hold the old phone up where the class can see it. Point to the cord.

Say: Look at grandma Rosa's old telephone. It was on the wall.

Now, Mia's family has a small telephone. They can take it with them.

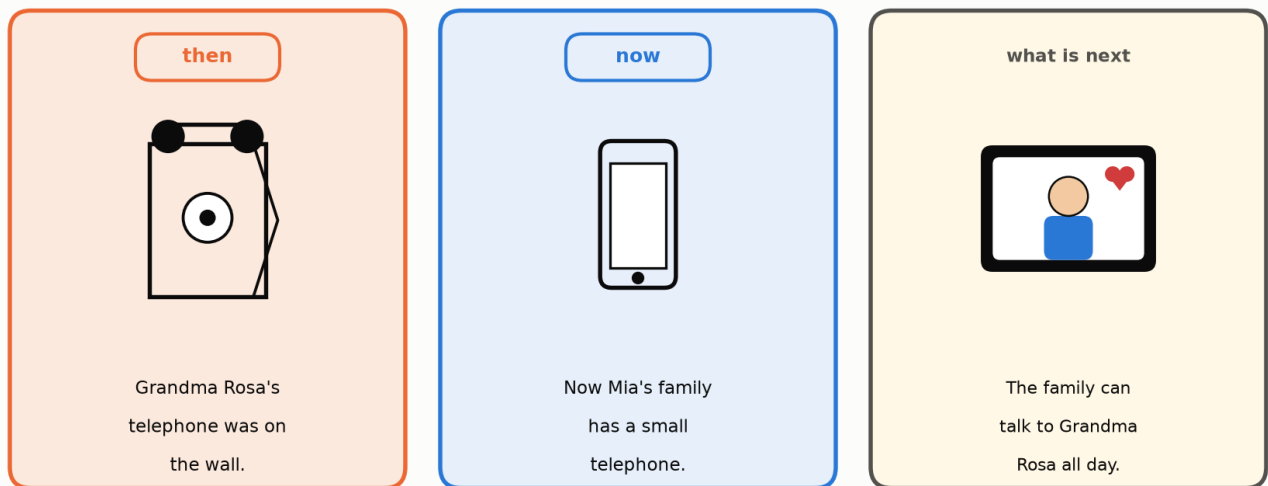
The change: telephones changed.

The consequence: the family can talk to grandma Rosa all day.

First the cause, then the consequence. That is a history story!

Do: show figure 9 and track the three cards in order: then, now, what happened next. Say the story again in one breath, with the class joining in on "phones changed" and "talk to grandma Rosa".

Mia's change story



The change: telephones changed. The consequence: the family can talk all day.

Mia's change story. Then: grandma Rosa's telephone was on the wall. Now: Mia's family has a small telephone. What is next: the family can talk to grandma Rosa all day, with a drawing of grandma Rosa and love hearts. It says: the change: telephones changed. The consequence: the family can talk all day.

The move being modelled is **change, then consequence, in one breath** — the whole CD in a single told story.

Example 2 — scaffolded: a good face and a sad face, with a why

What the teacher models, at the board with the cards of figure 7:

Say: I look at the pictures. Talk to family when they are away. Happy face, or sad face? I say the happy face. We can talk to the people we love.

Now: the telephone rings when we eat. I say the sad face. When we eat, we talk with our family.

Your face can be not the same as my face. That is OK. We say why.

The move being modelled is the *why*, not the face — a consequence is good or bad *for a reason*, and two people may have two reasons. That is .E02 at Foundation.

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. Then reverse it: you say “a cause is why something happens” and the class says the word; you say “what happens next” and the class says the word.

Q2 — The chain game. Show figure 2. You say a cause; the child says the consequence. Then reverse it: you say “the puddle”, the child says “the rain”; you say “the flower”, the child says “the seed”.

Say: The rain is the cause. What is the consequence?

The water is the consequence. What is the cause?

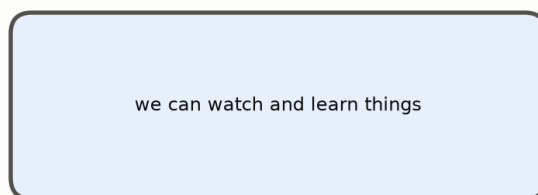
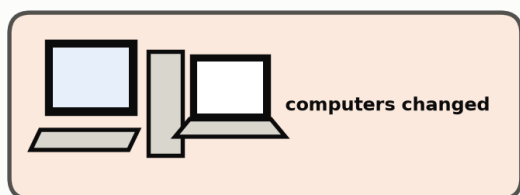
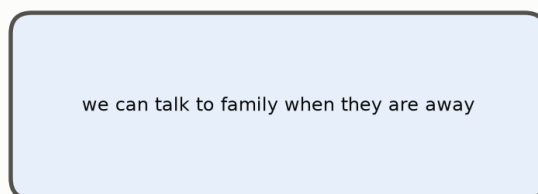
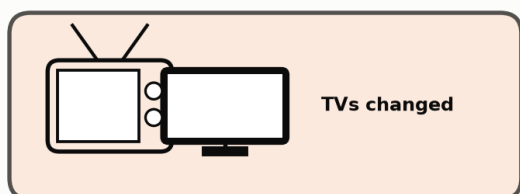
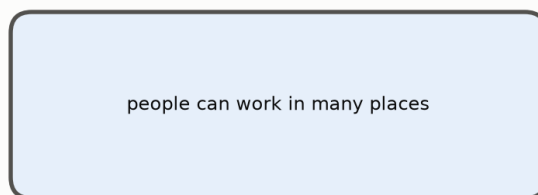
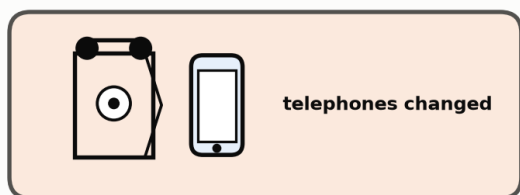
Q3 — Happy or sad. In pairs, with a copy of figure 7, the children put the four small cards under the happy face or the sad face, and say why to their friend.

Say: Put the pictures with the faces. Say why.

Q4 — The matching mat. Give each pair a copy of figure 10. The children draw a line from each change to what happened next, and say each pair aloud.

Say: Draw from the change to what is next. Say: telephones changed, and now we can talk to family when they are away.

Put the change with what is next



Draw from the change to what is next. Say it.

A mat. Telephones changed, TVs changed, computers changed. And: we can talk to family when they are away; we can watch and learn things; people can work in many places. It says: draw from the change to what is next. Say it.

Un scaffolded

Q5 — Draw and tell. Each child takes figure 11 and draws one change they know: then, now, and what happened next. The change may be anything the child knows — a phone, a toy, a house, a pet, a new baby. The child tells the story; the teacher scribes the words on the frame, exactly as modelled in example 1.

My change story

draw here then	draw here now	draw here what is next
--	---	--

Draw your change. Say your story.

My change story. Three boxes to draw in: then, now, and what is next. It says: draw your change. Say your story.

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

Say: Say your story to your friends. Say: this changed. And this is next.

The friends listen; then the next child goes.

Reasoning prompt (observed)

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

Say: How do you know?

How do you know telephones changed? How do you know the old telephone was on the wall?

Listen for the child to say *how they know*: “My grandma said it.” “I can see it in the photograph.” “It is old.” Or watch for the child who points at the old object, or the photograph, or says the words of the family. A child who points to a source — an old thing, a photograph, the words of the family — is pointing to how we know about the past. That is the join between this section and 1A, 1C and 3C, 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, match and point, and note what each child can do. The band achievement standard (VCAA, stated at the end of Level 2) asks students, in this book's own words, to say how changing technology has shaped each day's life for their families, their close connections and the wider community, and to spot what stays and what changes in daily life — putting past and present side by side — and to say why those changes happened and what came next. In this section at Foundation, that looks like:

- the child **says the two words on a concrete chain** — “the rain is the cause, the puddle is the consequence” — and can hear a cause and say what happens next (.E01);
- the child **puts a consequence with the happy face or the sad face and says why**, and accepts a friend’s different face with a different why (.E02);
- the child **tells a change story about telephones or televisions** — then a phone on the wall, now a small phone, and now we can talk to family far away — from an old object or a photograph (.E03);
- the child **says that computers changed where people work**, and names a place — home, an office, school, a shop (.E04);
- asked *How do you know?*, the child **points to a source** — an old thing, a photograph, 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. The good/bad sort is the child’s judgement, not a lesson about screens: never moralise about a family’s phone or TV habits, and never let a child hear that their home is “bad” because of what is in it. Do not assume every home has a telephone, a television or a computer — some families have none, or different things — and any change a child knows is a good change for this section: a pet that grew, a new baby, a new house, a garden. Where a child’s grown-up answers the ask-cards with a very different childhood, say that it is good — different answers are the point. If a child has no old thing and no photograph, a drawing is a source and is just as good.

Sources and facts (teacher-facing)

- **Old objects and photographs** — teacher- and family-supplied (source note above). The old phone, TV and computer in the figures are original drawings made for this build, never fake photographs; real photographs and objects come from the families.
- **Telephone history, if a teacher wants a date story** — the private Melbourne Telephone Exchange Company opened Australia’s first telephone exchange in August 1880. Source: Wikipedia, “Telecommunications in Australia”, retrieved 2026-08-24. The date is for the teacher’s telling; the child’s task never depends on it.
- **Television history, likewise** — TCN-9 Sydney began test transmissions on 16 September 1956 and opened officially on 27 October 1956; HSV-7 Melbourne first went to air to viewers on 4 November 1956. Source: Wikipedia, “Television in Australia”, retrieved 2026-08-24.
- **Computer history, likewise** — home computers entered the market in 1977 and became common during the 1980s. Source: Wikipedia, “Home computer”, retrieved 2026-08-24.
- **Local substitution** — the old things and the grown-ups’ words are local by design; teachers anywhere keep the script and use what their families send in. The three date facts above are Australian and verified; use them or leave them.

Why some people, events and places matter

Words we use

Say: “We have some new words today. Listen. We will say them and do them.”

- **history** — History is stories about the past.
 - **past** — The past is all the days that went by. Long ago.
 - **individual** — An individual is one person. You are an individual.
 - **event** — An event is a big day. Your birthday is an event.
 - **place** — A place is where you can go. Home is a place.
 - **group** — A group is lots of people together. Our class is a group.
 - **significant** — If something is significant, it is very important.
 - **important** — A person, a day or a place is important when people love it, or it helps people, or people still think of it today.
 - **source** — A source is a thing that helps us find out about the past. Old pictures can be a source. An old thing can be a source. A story can be a source.
 - **war** — A war is a very sad, big time. Long ago, many people went away to a war. We still think of them.
 - **biography** — A biography is a story about one person.
 - **report** — A report is a little story about a place. It says: When? Where? Who? and Why?
-

Teaching sequence

Part 1 — Three words

Say: “Today we think about what is important. In history, three things can be important. A person. A big day. A place.”

Say: “Our three words: an individual is one person. An event is a big day. A place is where you can go. Say them with me.”

Ask: “Where is the person one? Where is the big day one? Where is the place one? Good work.”

Say: “A person can be important. A big day can be important. A place can be important. Today we ask: who and what is important, and why?”

Part 2 — Our class book

Say: “How do we know if something is important? We make a book together. Our class book has three ways.”

Say: “Way 1: People love it. Way 2: It helps people. Way 3: We still think of it today. If we say yes, it is important!”

Ask: “Think of your birthday. Do people love it? Hands up! Does it make people happy? Do we still think of it today? So your birthday is important!”

Part 3 — Special days and special places

Say: “Now we ask two questions about us. What special days does your family celebrate? What do you love about your favourite places?”

Ask: “What special days does your family celebrate? A birthday? Lunar New Year? A day from your family? Say one for us.”

Ask: “What is your favourite place? The park? Home? What makes it special? Who is there? What do you do there?”

Say: “Let us ask our book about one. People love it. It helps people. We still think of it today. Yes! So it is important to us.”

Part 4 — A person from the past

Say: “Here is a biography — a story about one person. She is a person from the past. She was a baby in Melbourne a long time ago. Her name is Mary MacKillop.”

Say: “She opened schools. She helped boys and girls learn. Why is she important? Many people still think of her today.”

Ask: “Say the lines with me: She opened schools. She helped boys and girls learn.”

Part 5 — A place from the past

Say: “Here is a place from the past. It is the Shrine of Remembrance. We know it from our book about special days. Listen to our report.”

Say: “When was it built? Long ago. In 1934. Where is it? In a park in Melbourne. Who built it? People home from the war. Why do we love it now? We still go there to think of who helped.”

Ask: “When was it built? Where is it? Who built it? Why do we love it now? Good work.”

Part 6 — One place, many groups

Say: “The same place can be important to different groups, in different ways.”

Say: “Look at Chinatown, in Little Bourke Street, Melbourne. Chinese families say: we have been here a long time. We eat and talk there. All of us say: we come for the Lunar New Year. We watch the lion dance!”

Ask: “Why is Chinatown important to Chinese families? Why is it important to all of us? The same place — different reasons!”

Say: “The Shrine is the same. Some families go there to think of the people who helped. School kids go there to learn. All of us go there on Anzac Day. We are very still. One place can be important to many groups, in different ways.”

Worked examples

Worked example 1 — Is Mary MacKillop important? We ask our book.

Say: “Let us ask our book about Mary MacKillop. Way 1: People love it. Do people love her? Yes — many people love her. Way 2: It helps people. Did she help people? Yes — she opened schools and helped boys and girls learn. Way 3: We still think of it today. Do people still think of her? Yes — schools still have her name.”

Say: “Three yes! So Mary MacKillop is significant — very important! That is how we ask about a person.”

Worked example 2 — Is the Shrine important? We ask our book.

Say: “Let us ask our book about the Shrine of Remembrance. Way 1: People love it. Do people love it? Yes! Way 2: It helps people. Does it help people? Yes — it helps us think of who helped. Way 3: We still think of it today. Do we still think of it? Yes — we still go there on Anzac Day.”

Say: “Three yes! So the Shrine is significant too. And our report said when, where, who and why. A report and a book — two ways to say a place is important.”

Practice

Practice 1 — Sort the pictures.

Say: “Look at the six pictures. Say what they are: a person, a big day, or a place. Then put them on their mats.”

Practice 2 — Ask our book about one picture.

Say: “Take one of the pictures. We ask our book together. Do people love it? Does it help people? Do we still think of it today? Hands up for each yes!”

Practice 3 — Ask your friend.

Say: “Ask your friend: What special days does your family celebrate? Listen. Then say one special day from your friend.”

Practice 4 — Say the report.

Say: “Look at the Shrine. Say: When was it built? Where is it? Who built it? Why do we love it now? I will put your words down.”

Doing

Doing 1 — A person my family loves.

Say: “Draw a person your family loves. Then say why they are important. I will put your words down.”

Doing 2 — Your thing from home.

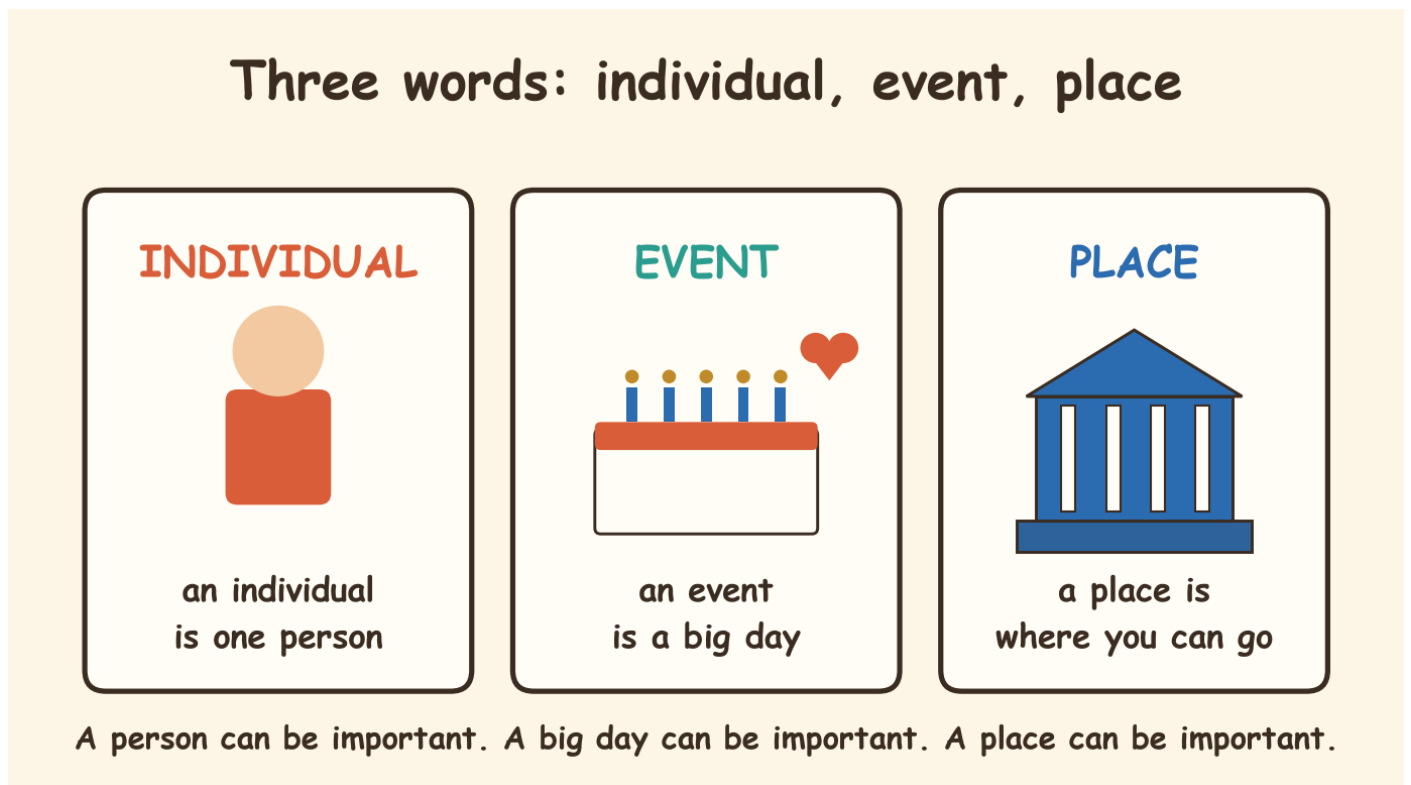
Say: “Take some pictures or an old thing from home. Say who they are about. Say why they are important. Our book on the wall can help you.”

How do you know?

Ask: “How do you know Mary MacKillop is important? How do you know the Shrine is important today?”

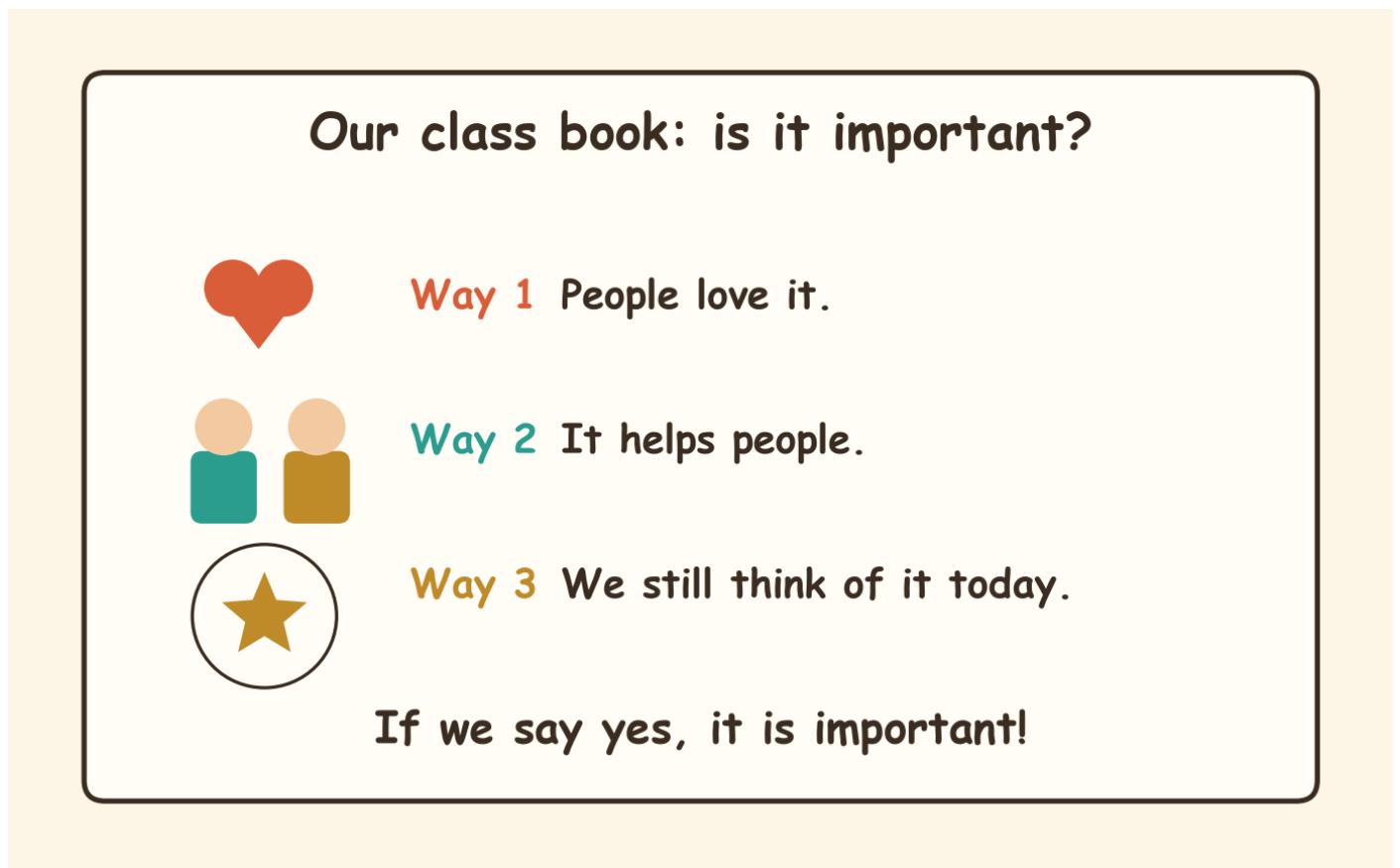
What we are looking for

Figure 1 — Three words: individual, event, place.



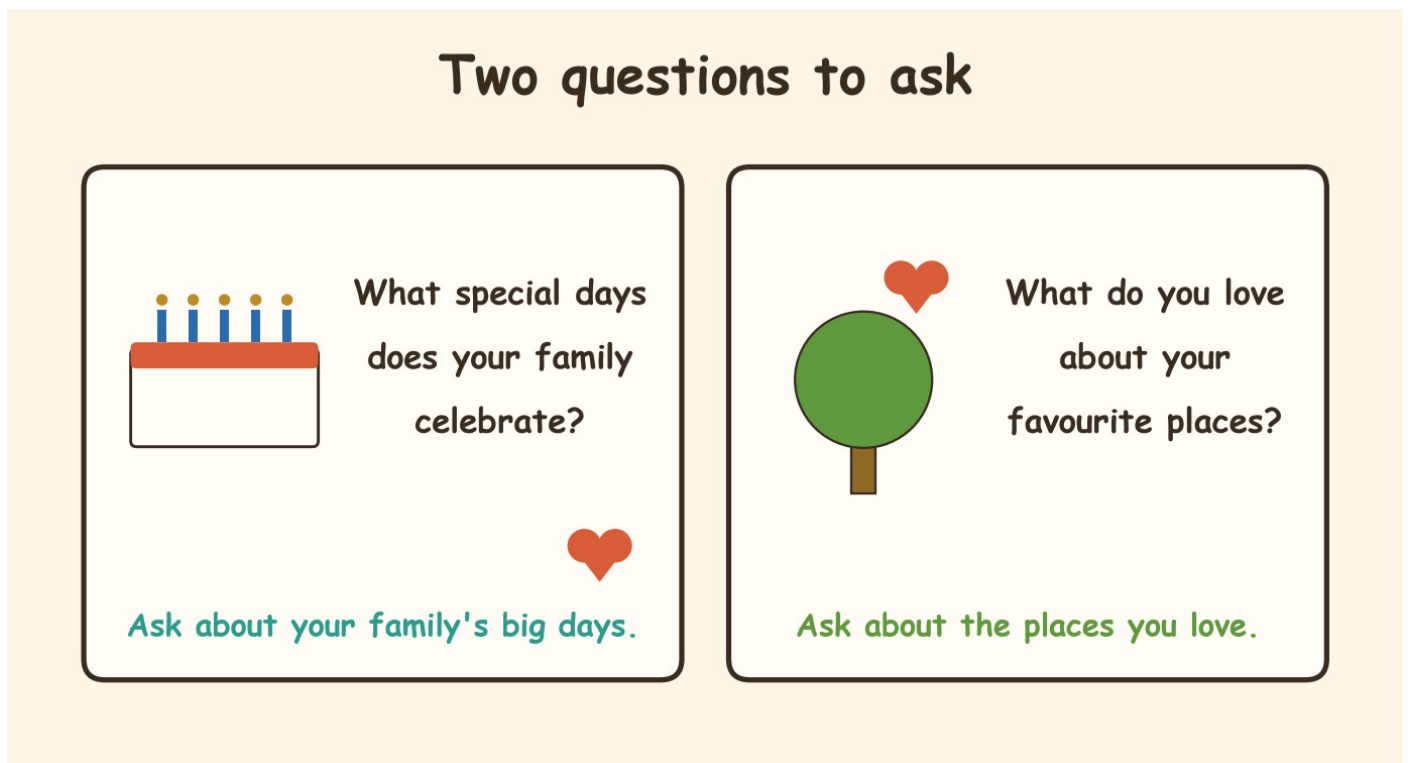
Three word pictures. *INDIVIDUAL*, one person: an individual is one person. *EVENT*, a birthday cake: an event is a big day. *PLACE*, a big building: a place is where you can go.

Figure 2 — Our class book: is it important?



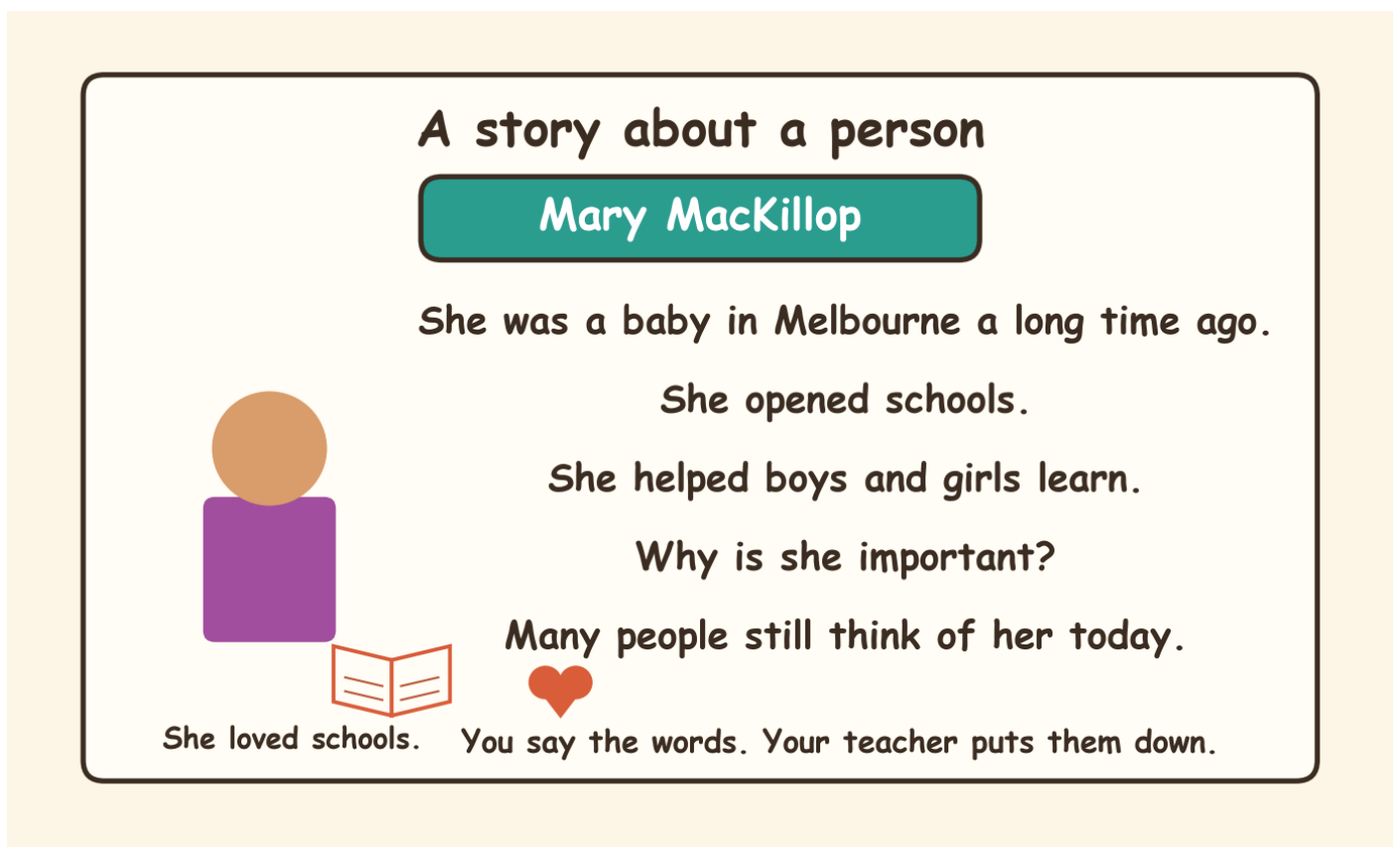
Our class book. Way 1, a red love shape: People love it. Way 2, two people: It helps people. Way 3, a star: We still think of it today. If we say yes, it is important!

Figure 3 — Two questions to ask.



Two questions to ask. With a cake: What special days does your family celebrate? With a tree: What do you love about your favourite places?

Figure 4 — A story about a person: Mary MacKillop.

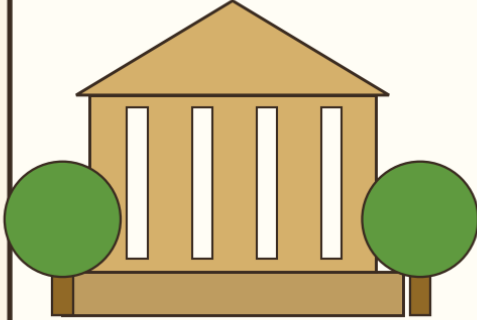


A story about Mary MacKillop, with a person and a book. She was a baby in Melbourne a long time ago. She opened schools. She helped boys and girls learn. Why is she important? Many people still think of her today.

Figure 5 — A report about a place: the Shrine of Remembrance.

A report about a place

The Shrine of Remembrance



It is in a park in Melbourne.

When was it built?
Long ago. In 1934.

Where is it?
In a park in Melbourne.

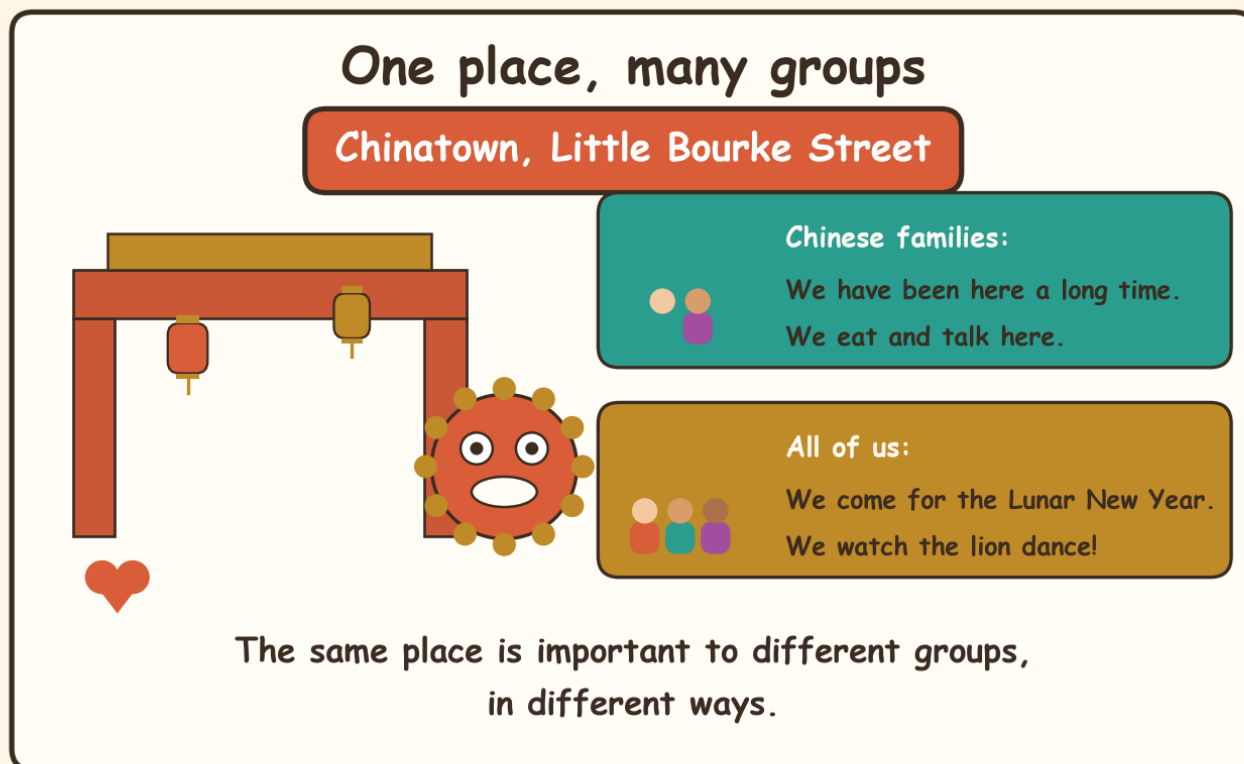
Who built it?
People home from the war.

Why do we love it now?
We still go there to think of who helped.

A report says: When? Where? Who? Why?

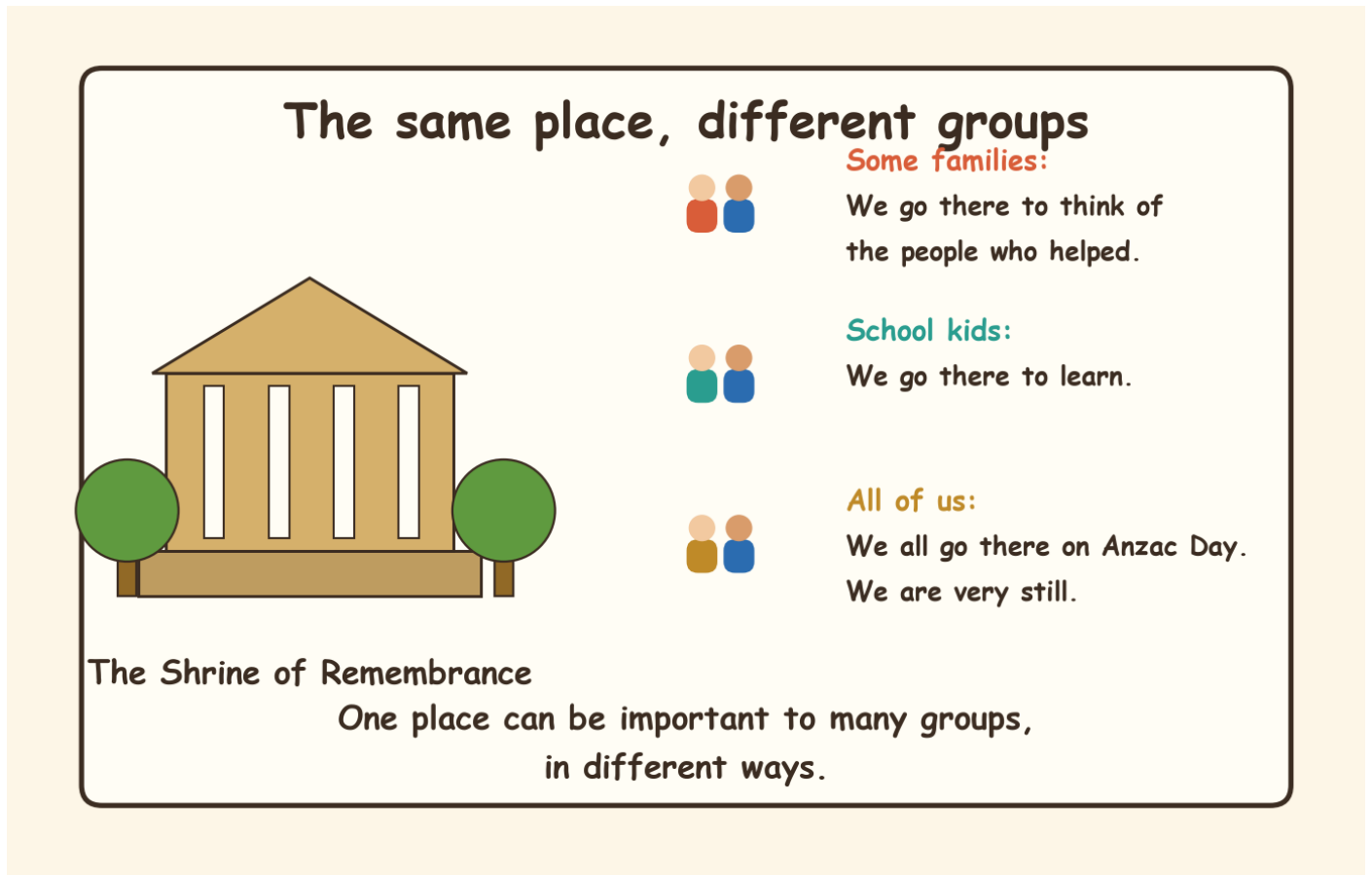
A report about the Shrine of Remembrance, with a big old building and two trees. When was it built? Long ago. In 1934. Where is it? In a park in Melbourne. Who built it? People home from the war. Why do we love it now? We still go there to think of who helped.

Figure 6 — One place, many groups: Chinatown, Little Bourke Street.



Chinatown, Little Bourke Street: a big red door and a lion dance head. Chinese families: We have been here a long time. We eat and talk here. All of us: We come for the Lunar New Year. We watch the lion dance! The same place is important to different groups, in different ways.

Figure 7 — The same place, different groups: the Shrine of Remembrance.



The Shrine of Remembrance with three groups. Some families: We go there to think of the people who helped. School kids: We go there to learn. All of us: We all go there on Anzac Day. We are very still. One place can be important to many groups, in different ways.

Figure 8 — Put the pictures on their mats.

Put the pictures on their mats

A PERSON

A BIG DAY

A PLACE


Mary MacKillop


a birthday


the Shrine


25 April
Anzac Day


my grandma


the park

Say what they are. Then put them on their mats.

Three mats: A PERSON, A BIG DAY, A PLACE. Six pictures: Mary MacKillop, a birthday, the Shrine, Anzac Day 25 April, my grandma, the park. Say what they are. Then put them on their mats.

Figure 9 — A person my family loves.

A person my family loves

♥

♥

Draw them here.

My words: _____

Say why they are important. Your teacher puts your words down.

A drawing box. A person my family loves. Draw them here. My words: paper for the teacher. Say why they are important. Your teacher puts your words down.

Telling the past in order

Words we use

Say: “We have some new words. Listen. We will say them.”

- **account** — An account is a story we say about something.
 - **chronological** — Chronological: we say things the way they went. The first thing, the next thing, the last thing.
 - **history** — History is stories about people and things from the past.
 - **past** — The past is all the days that went by. Your grandma was a little girl in the past.
 - **present** — The present is now. Today is the present.
 - **source** — A source is a thing that helps us find out about the past. Photographs can be sources. A story can be a source. An old teddy can be a source.
 - **artefact** — An artefact is an old thing from the past. An old spoon is an artefact.
 - **display** — A display is things we put up for people to see and talk about.
 - **figure** — A figure is a drawing in our book. We look at it and talk about it.
-

Teaching sequence

Part 1 — Our time words

Say: “Today we talk about time. We have new time words.”

Say: “Listen: now. Today. Yesterday. Then. In the past. One year ago. Ten years ago.”

Say: “Now is this time. Today is this day.”

Say: “Yesterday, then, and in the past: the days that went by.”

Say: “One year ago is not so long. Ten years ago is a long, long time!”

Ask: “Say the time words with me. Good work.”

Ask: “What do you do today? What did you do yesterday?”

Part 2 — The way things went

Say: “We can say things the way they went. Listen: first, next, then, last.”

Say: “Look at figure 3. First, I get up. Next, I play with my ball. Then, I eat my lunch. Last, I go to bed.”

Say: “First, next, then, last. That is chronological! It is a big word. Say it with me: chronological.”

Ask: “What is first in your day? What is last?”

Part 3 — A story from long ago

Say: “Now listen to my story. It is about my grandma.”

Say: “Long ago, my grandma was a little girl.”

Say: “She played with a top. She wore a long dress.”

Say: “Now my grandma is old. She has stories for me. Her stories are about long ago.”

Ask: “Was my grandma a little girl now, or long ago?”

Ask: “What did she play with?”

Part 4 — You say a story

Say: “Now you say a story. Say it about your mum, or your dad, or your grandma, or your grandpa.”

Say: “Look at figure 5. It will help you. Say: When mum was little... They played with... Now...”

Say: “Take a source from our box. An old toy. An old spoon. Old photographs. Look at your source.”

Ask: “What can you see?”

Say: “Now say your story. I will put your words on paper.”

Part 5 — We make a display

Say: “We will make a display! Our display is about a big day for our family. Or a special place.”

Say: “We put things on it. Photographs from home. An artefact, an old thing. A drawing.”

Say: “You say the words for it. I will put the words on paper for you.”

Say: “Then we talk about our display: This is our display. It is about... First... Then... Now...”

Ask: “What will you put on our display? Say it.”

Part 6 — Our place, long ago and now

Say: “Our place has a history. Look at figure 9.”

Say: “Long ago, our place looked like this. Now, our place looks like this.”

Say: “We can say the story of our place. Long ago... Then... Now...”

Say: “Look at figure 10. Four ways to say it. We can say it with words. We can say it with pictures. We can play it: put on a hat and be the people! We can say it with photographs.”

Ask: “What way do you like?”

Part 7 — Our big talk

Say: “Now it is your time to talk. You can say your long ago story. You can talk about our display. You can say the story of our place.”

Say: “Say your words the way they went: first, next, then, last. And say a time word too!”

Worked examples

Example 1 — my story in the way it went

Say: “Look at my photographs. This is me when I was a baby. That was long ago.”

Say: “This is me at five. I was at school. I liked my teddy.”

Say: “Now I am big. I am with you at school.”

Say: “First the baby. Next, I was five. Now I am here. My story went in the way it went. That is chronological!”

Example 2 — talking about our display

Say: “This is our display. It is about a birthday.”

Say: “Look at the pictures. A big cake! Look at the old spoon. It is from the past. It is an artefact. Look at the drawing. It is my family at a birthday.”

Say: “We love this big day. It is special to my family.”

Say: “First, we put on our hats. Then, we eat cake. Last, we play!”

Practice

1. Take one time word from figure 1. Say it. Is it now, or is it the past? Put it on a mat from figure 2.
 2. Look at the four pictures of a day from figure 3. Say them the way they went: first, next, then, last.
 3. Take a source from the long ago box. Say: This is _____. It is from the past.
 4. Put a thing on our display. Say: This is _____. It is for our display.
-

Doing

Doing 1. Make a drawing of long ago. A toy. Your family. A special day. Then say your story: the first thing, the next thing, the last thing. Say a time word too.

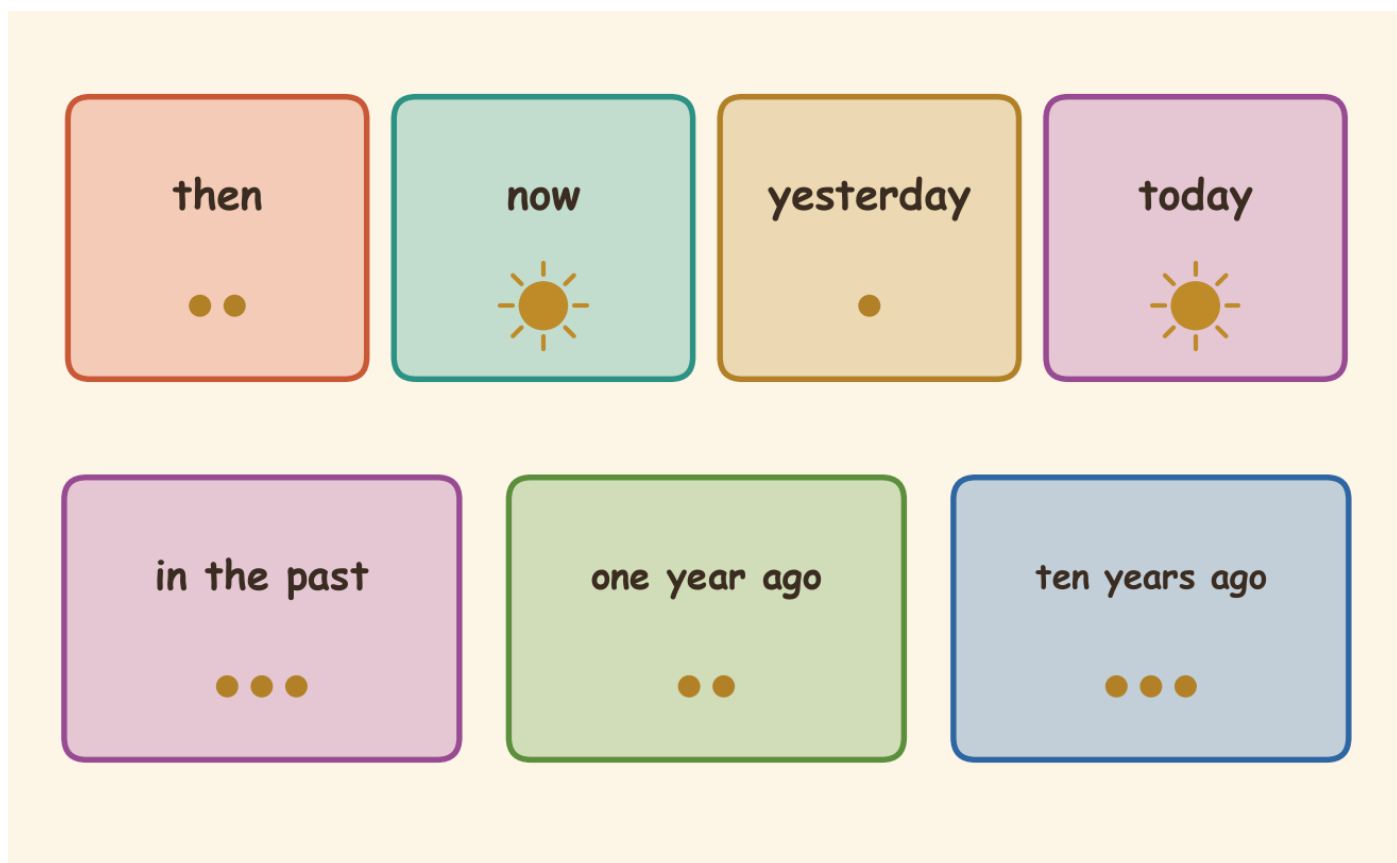
Doing 2. Say the story of our place. Take the two pictures from figure 9. Put them the way they went. Say it with words, or with pictures, or with play, or with photographs.

How do you know?

Ask: “You said it was long ago. How do you know? What helped you find out?”

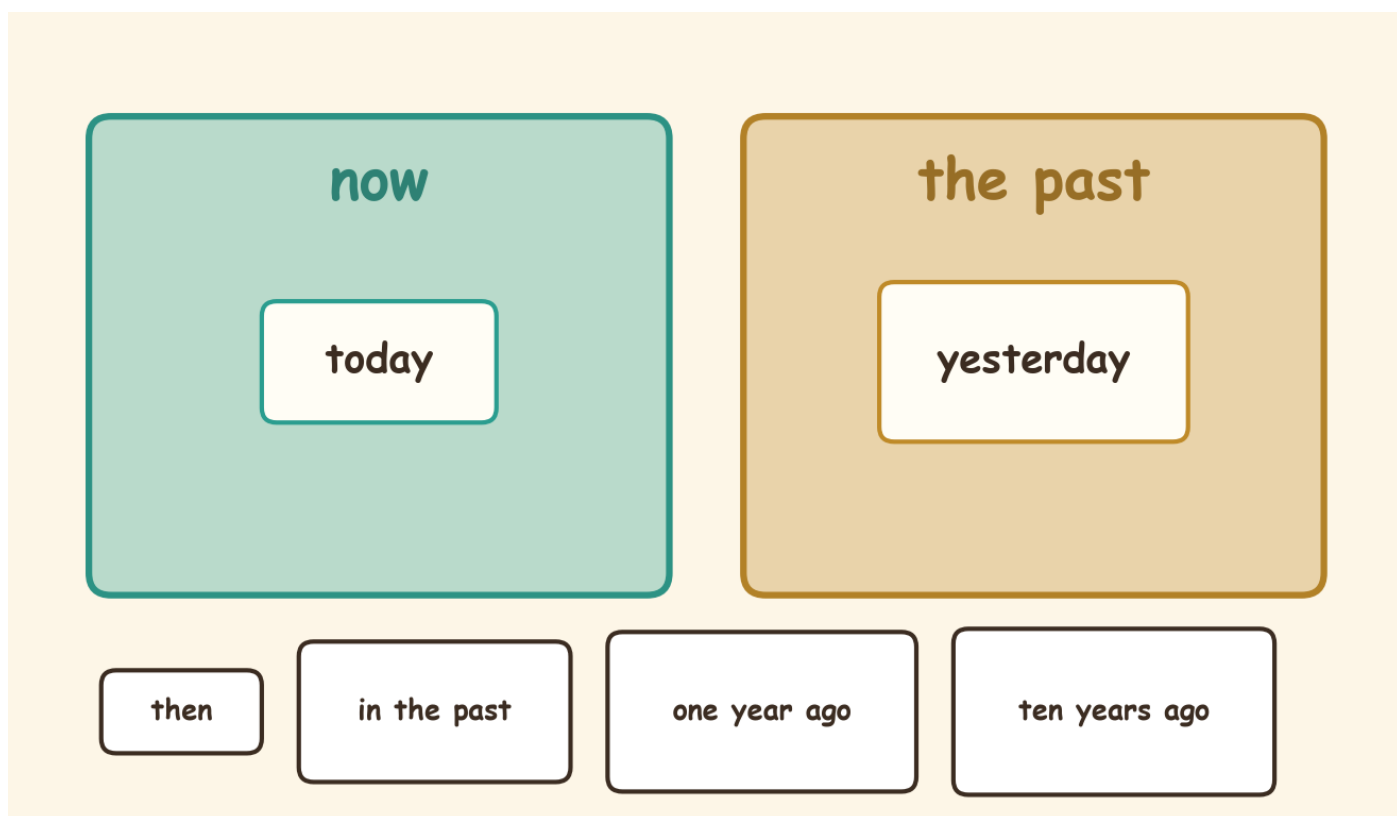
What we are looking for

Figure 1 — Our time words.



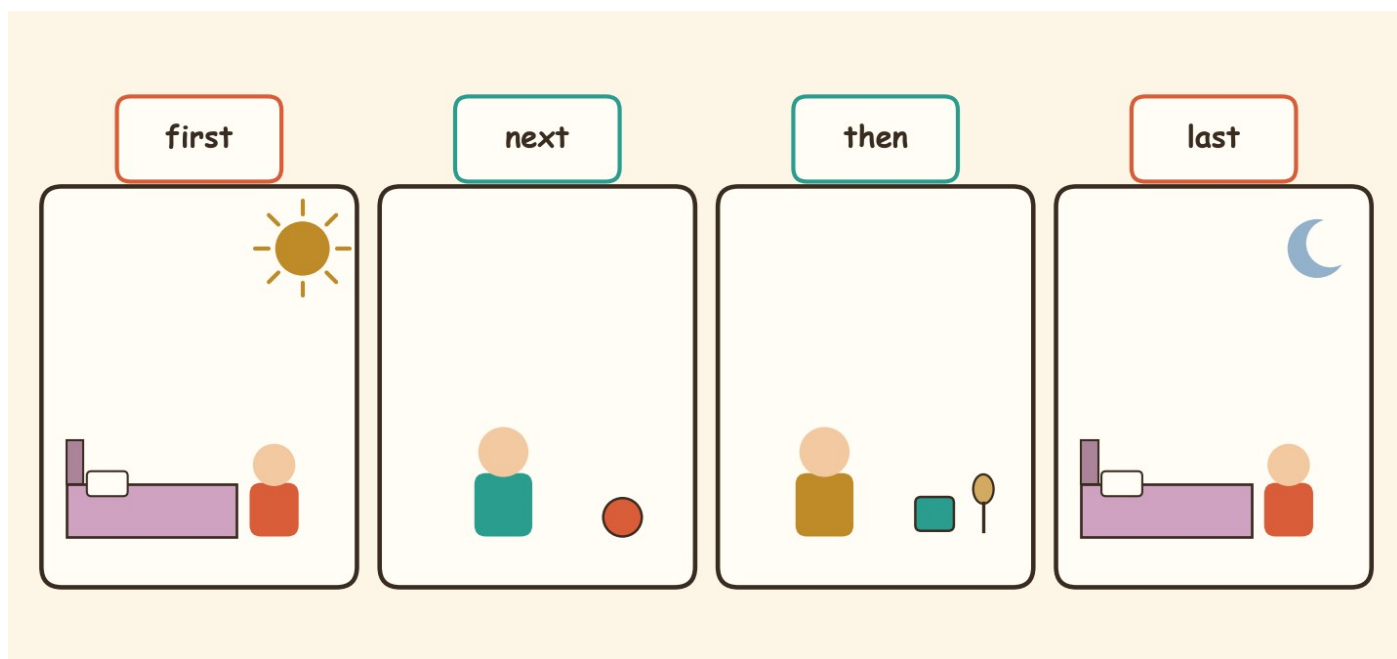
Seven boxes with time words in them: *then, now, yesterday, today, in the past, one year ago, ten years ago*. *Now and today* have a little sun. The past words have dots going back: *one dot, two dots, three dots*.

Figure 2 — Now and the past: two mats.



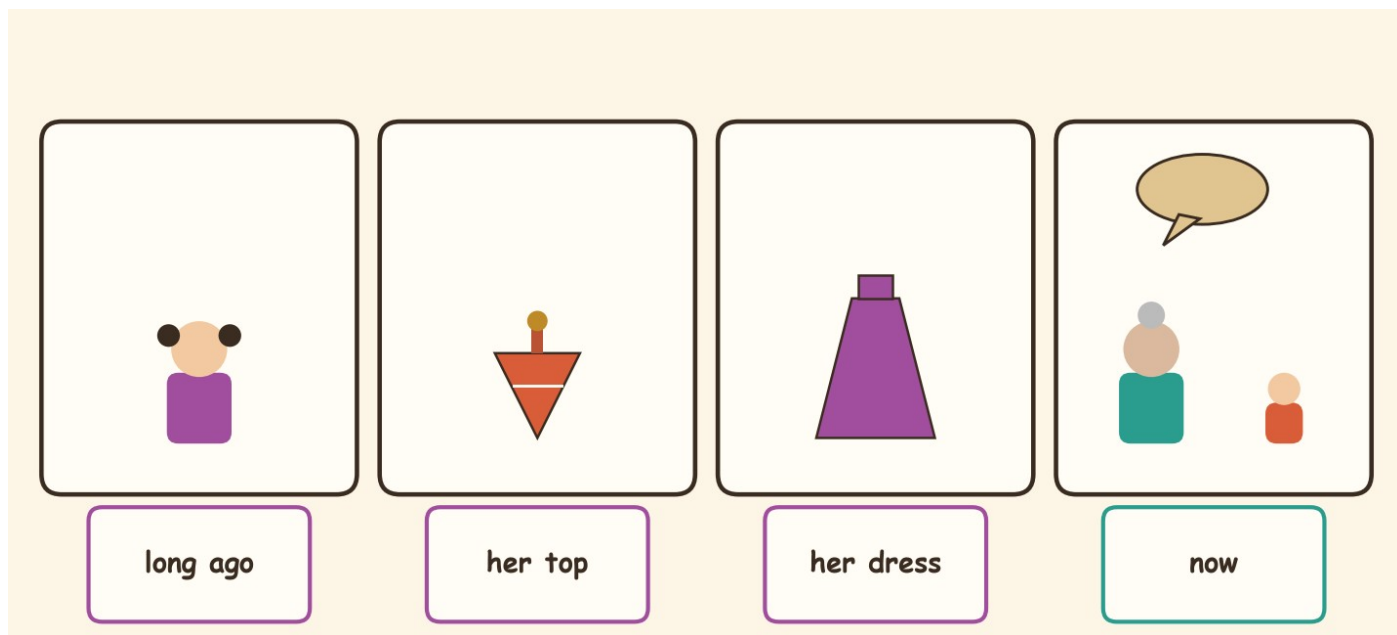
Two big mats. One mat says *now*. One mat says *the past*. Time words are on the mats: *today* is on the *now* mat, and *yesterday* is on the *past* mat.

Figure 3 — The way things went.



Four pictures of a day, the way it went. First, I get up. Next, I play with my ball. Then, I eat my lunch. Last, I go to bed.

Figure 4 — A story from long ago.



A story in four pictures. Long ago, my grandma was a little girl. She played with a top. She wore a long dress. Now my grandma is old, and she has stories for me.

Figure 5 — Say your story.

Three boxes for your story from long ago. Box one: When mum was little. Box two: They played with it. Box three: Now.

1 When ____ was little

2 They played with ____

3 Now ____

The boxes contain icons: a person, a triangle, and a sun.

Three boxes for your story from long ago. Box one: When mum was little. Box two: They played with it. Box three: Now.

Figure 6 — Make a display.

our display

This is our display

photographs

an artefact

a drawing

words

The display board contains a photograph of two people, a key, a star, and the text 'This is our display'. Lines connect these items to labels below: 'photographs' for the photo, 'an artefact' for the key, 'a drawing' for the star, and 'words' for the text box.

A big paper on the wall. It is our display. On it: photographs from home, an old thing, a drawing, and words. The words say: This is our display.

Figure 7 — What goes on our display?

What?	What do we say?
Photographs from home	This is my family.
An artefact (an old thing)	It is from the past.
A drawing	This is my drawing.

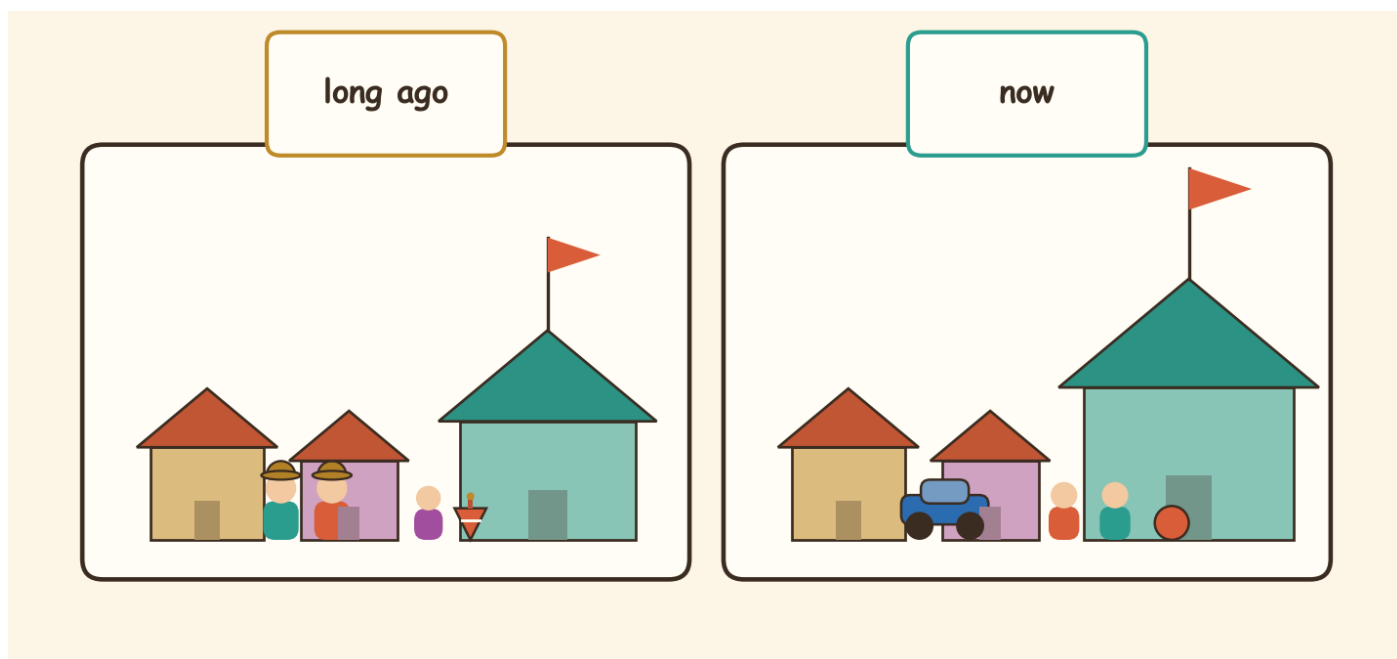
A table for our display. Three things go on it: photographs from home, an old thing, and a drawing. The table says what we say for every one: This is my family. It is from the past. This is my drawing.

Figure 8 — Our display.



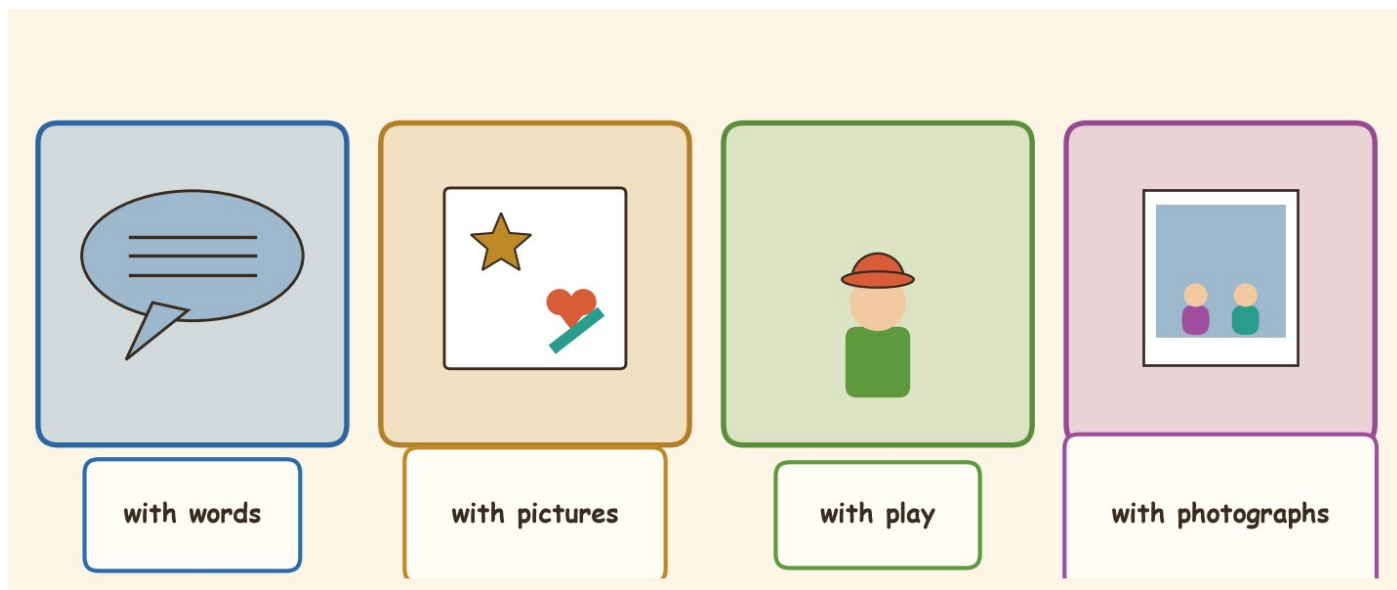
A display about a big day: a birthday. On it: pictures of a family with a big cake, an old spoon, a drawing of balloons, and words that say: We love our birthday.

Figure 9 — Our place, long ago and now.



Two pictures of our place. Long ago: small houses, a school, and people with hats. Now: the same houses, a big school, a car, and kids with a ball.

Figure 10 — Four ways to say it.



Four ways to say a story. With words. With pictures. With play: put on a hat and be the people! With photographs.