Achievement Standard

By the end of the Foundation year, students identify similarities and differences between families. They recognise how important family events are commemorated. (Historical Knowledge)

Students sequence familiar events in order. They pose questions about their past. Students relate a story about their past using a range of texts (Historical Skills)

Each history lesson MUST lead to developing historical skills, knowledge and understanding, not just developing historical skills in isolation.

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<th>Key Inquiry Questions</th>
<th>Historical Knowledge &amp;</th>
<th>Chronology Terms &amp; Concepts</th>
<th>Historical Questions &amp; Research</th>
<th>Analysis &amp; Use of Sources</th>
<th>Perspectives &amp; Interpretations</th>
<th>Explanation &amp; Communication</th>
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<tbody>
<tr>
<td>Who the people in their family are, where they were born and raised and how they are related to each other (ACHH0001)</td>
<td>Family Trees</td>
<td>Ordering significant events or milestones</td>
<td>Inquiring from members of their families where they were born and raised</td>
<td>Who would be the best person to ask? Why?</td>
<td>Representing one family tree through use of pictures, photographs or digital sources</td>
<td>CAT—posing questions to support family tree</td>
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<tr>
<td>Family Trees</td>
<td>Identifying the different members of a family, and creating simple family trees with pictures or photographs (if possible using ICT) to show the relationship between family members</td>
<td>Photographs, drawings, timelines (Walking, talking, birth of a sibling, moving house, illness, first day at school, holidays)</td>
<td>Terminology</td>
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<td>All About Me</td>
<td>Own memories from the past—milestones</td>
<td>Sequencing</td>
<td>Parents sharing memories of their child (Memory Bottles)</td>
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The Historical Concepts

Evidence Continuity & Change Cause & Effect Significance Perspectives Empathy Contestability

Resources

Who Ever You Are, Where Ever You Are – Mem Fox
Shoes From Grandpa – Mem Fox
Ten Little Fingers Ten Little Toes – Mem Fox
Families Around the World – There’s a House if my Mummy – Giles Andreae & Vanessa Cabban
From Me to You – A family history through 3 generations
To Grandma’s House Yum Yuk BIG BOOK – Rigby – About Baby food
Ants in my Pants – Parent & Child
All Better Bears – Family Too Bad – Magic Bean Book – Father & Son
My Mum and Dad make Me Laugh
Grandpa Grandpa – Story Box BIG BOOK
Jeannie Baker – Window
Grandmother Grandfather
My Grandson is a genius – Giles Andreae

Stimulus Pictures:
Australian Families
### Key Inquiry Questions:

- What is my history and how do I know?
- What stories do other people tell about the past?
- How can stories of the past be told and shared?

### Historical Knowledge & Concepts

**Families—Structure and Roles of Members**

considering a range of family structures present at Campbell PS (Multi-family households)

Role of family members and their characteristics using images and stories to identify similarities and differences between students’ families and those of other children exploring family structures of Aboriginal and Torres Strait Islander Peoples (for example where children belong to extended families in which there are specific roles and responsibilities to ensure safety and wellbeing)

**Terminology**

Name of family members

Who is in your family?

How is your family the same or different to other peoples?

How does each person in your family contribute to family life?

### Chronology Terms & Concepts

### Historical Questions & Research

Using photographs and texts about families to compare and contrast Describing lifestyles of families

Who could tell us information about our families or their own? Should we visit them or invite them to school?

Listening to others’ perspectives within the classroom

### Analysis & Use of Sources

### Perspectives & Interpretations

### Explanation & Communication

Talking, drawing, playing, technology Painting our family

Double Bubble—justify explanation

CAT—teacher fills in students comparison of two families from two texts

CAT—record information on you family—pretend you don’t know—who would you ask as the best source? How many people in your family? How many bedrooms? Chores—who does what? Pets!

### Historical Concepts

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### Resources

- Tom Tom by Rosemary Sullivan & Dee Huxley.
- Digital Resources From Portal My Family (English)
- Can be loaded in different languages

### What’s your job?

Meet a range of families with different cultural backgrounds. Family structures – Choose what jobs they do around the house

### Tom Tom – Olden Days Unit


songforteaching.com

Sections about calendar/time/generations/family
### Key Inquiry Questions

- What is my history and how do I know?
- What stories do other people tell about the past?
- How can stories of the past be told and shared?

### Historical Knowledge & Historical Skills

#### Commemorating Special Days
- First Day of School
- Birthdays
- ANZAC Day
- Harmony Day
- Remembrance Day
- Christmas
- Grandparents Day
- Seniors Week
- Weddings, Ramadan, baptism, Divali, 120th Day of School

#### Ordering significant events throughout the year
- Photographs, drawings, timelines
  (ANZAC day, birthdays, Christmas, Divali, Chinese New Year)

#### Terminology

- What special days do we celebrate?
- Do we all celebrate the same special days?
- How do celebrations in differ from one another?
- Why do we celebrate Mother’s Day and Father’s Day

### Analysis & Use of Sources

- Who

### Perspectives & Interpretations

### Explanation & Communication

- Make a calendar or timeline to represent special days throughout the year.

### The Historical Concepts

- Evidence
- Continuity & Change
- Cause & Effect
- Significance
- Perspectives
- Empathy
- Contestability

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**Resources**

Celebrating – BIG BOOK 394.2 SWA – Gwenyth Swan
### Key Inquiry Questions:

1. What is my history and how do I know?
2. What stories do other people tell about the past?
3. How can stories of the past be told and shared?

### Historical Knowledge & Historical Questions & Research

#### Historical Terms & Concepts

- ‘olden days’
- ‘the past’
- ‘dreamtime’

#### Historical Skills

- What stories do other people tell about the past?
- How can stories of the past be told and shared?
- What are our family stories? How can we find out? What questions could we ask our parents/grandparents?
- How could I find out about artefacts?
- How are objects from the past similar or different?

#### Analysis & Use of Sources

- Identifying relevant features of photographs of family and friends describing interesting features of objects and photographs connected to the past.
- Distinguishing between what is old and what is new, using such clues as the condition of the object, material it is made from, features suggesting ideas about what objects from the past may have been used for.
- Comparing objects from the past with those of the present, using comparative language such as ‘older’, ‘newer’ (for example ‘This toy is older’; ‘That computer game is more fun than...’)

#### Perspectives & Interpretations

- Inviting parents or grandparents into the classroom to hear about their pasts.
- Comparing toys of those with children today.
- How are stories the same/different?

#### Explanation & Communication

- Engaging in storytelling opportunities with family members.
- Retelling a story from the past (from a text of family history).
- Representing ideas from stories through talking, drawing, playing and/or using technologies.
- CAT—comparison of old teddy to a new modern teddy/swimsuit.
- Descriptions and explanations of objects for the class museum.

### Resources

- Start-Up History - Toys BIG BOOK - Stewart Ross 688.7 ROS
- Now & Then - Toys BIG BOOK 790.1 HUG
- Section 298 - Aboriginal Dreamtime Stories in Non-Fiction Section
- 388 Transport Section (Changes over time - timeline)
- Stimulus Pictures: National Museum of Australia Packs - teacher Reference

### Weblinks

- [City of Gosnells excursions to Wilkinson Homestead](http://www.brighthub.com/education/early-childhood/articles/125333.aspx)
- [http://det.wa.edu.au/aboriginaleducation/tec](http://det.wa.edu.au/aboriginaleducation/tec)