# History Stage 1 – Present and past family life

**Learning sequence description**

Students explore differences in family structures and roles today, and how these have changed or remained the same over time.

## Syllabus outcomes and content

**HT1-1** – communicates an understanding of change and continuity in family life using appropriate historical terms

* represent graphically the structure of their immediate family
* compare and contrast their immediate family with earlier families through photographs and other sources, discussing similarities and differences
* discuss similarities and differences from generation to generation, eg family celebrations and traditions, leisure activities and changes in technology/communications over time through a range of sources
* compare and contrast daily life with that of parents/caregivers and grandparents at the same age through stories or photographs and pose questions to ask parents/grandparents

**HT1-4** – demonstrates skills of historical inquiry and communication

* discuss and recount stories of family and local history
* distinguish between the past, present and future
* recognise that people in the local community may have lived differently in the past
* explore and use a range of sources about the past
* explore a point of view within an historical context
* pose questions about the past using sources provided
* use a range of communication forms (oral, graphic, written, role play) and digital technologies.

[History K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10) © Board of Studies NSW for and on behalf of the Crown in right of the State of New South Wales, 2012.

## Assessment opportunities

This learning sequence provides opportunities to gather information about student learning and understanding of:

* [historical concepts](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10/historical-concepts-and-skills) – continuity and change, perspectives and empathetic understanding
* [historical skills](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10/historical-concepts-and-skills) – comprehension, use of sources, perspectives, empathetic understanding, research and communication

A variety of assessment strategies and tools are used throughout the learning sequence to support monitoring of student learning and inform next steps for teaching and learning. These strategies and tools are applicable to a broad range of teaching and learning experiences. Many of these strategies and tools are found in the [digital learning selector](https://app.education.nsw.gov.au/digital-learning-selector) or on the [NESA website](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/assessment/k-6-assessment-strategies). Strategies and tools used in this learning sequence include:

* teacher observation
* use of historical inquiry skills
* KWHL chart
* student generated list
* simple graphic organisers
* quick, write

## Learning sequence 1 – What is the structure of family life?

Students are learning to:

* identify their personal family structure
* represent graphically the structure of their immediate family
* compare different family structures
* use a range of communication forms

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 1.1 | Discuss the concept of family. Complete a **KWHL chart** (Resource 1) about what students know about families and their roles today and would like to know about families in the past. Show photos of different family groups. Identify different family structures in the photos. You could read a picture book such as, ‘Tom Tom’ by Rosemary Sullivan and Dee Huxley. Discuss similarities and differences between the family structures of students and family structures in the sources viewed.  N.B. The definition of ‘immediate family’ varies with individual circumstances. Be aware and sensitive to the social and cultural backgrounds of the students and their concept of their immediate family. In particular, be aware of the family structures and kinship system in Aboriginal and Torres Strait Islander families (as described in ‘Tom Tom’). **Teacher observation** of student responses will help determine student prior knowledge and ability to demonstrate the **concepts and skills of perspective and empathetic understanding** (Resource 2). |  | [Resource 1 – KWHL chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562?clearCache=716d947e-6dc6-aaf0-e603-86f2fb5ed657)  [Resource 2 – History K-10 syllabus historical concepts and skills](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10/historical-concepts-and-skills) |
| 1.2 | Identify different **sources and artefacts** you used in the discussion about family structures such as photographs, picture books, oral accounts by students. Explain that historians use a range of **sources** and **artefacts** during **historical inquiry** (Resource 2) as they investigate the present and the past. Students will use a range of sources and artefacts, including personal family photographs, objects and oral histories, to investigate the structure of their family.  Students construct a concept map, diagram or illustration that graphically represents the structure of their own family. As there is great diversity in family structures, provide students freedom to choose the way they represent their family rather than scaffolding this activity. |  | [Resource 2 – History K-10 syllabus historical concepts and skills](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10/historical-concepts-and-skills) |
| 1.3 | Discuss possible current roles and activities performed by family members. Refer to the **KWHL** **chart** and add new ideas suggested by students. In small groups students could create a **student generated list** (Resource 3) of questions to ask family members. Students interview family members to identify their current roles in the family. **Simple graphic organisers** (Resource 4) can **scaffold** students to sort and record the information they research, or students could use a digital device to record responses. Students research and list at least three daily activities for each family member. For themselves they will describe their experiences at school and leisure and/or holiday activities. This task will support students when they compare historical information about family roles and activities in learning sequence 2. |  | [Resource 3 – student generated lists](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/563?clearCache=d691c12a-a817-4128-1f5f-2041d08b9164)  [Resource 4 – simple graphic organisers](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599?clearCache=60b841f5-5d2a-48f4-1ba-8ef466aad3b2) |
| 1.4 | **Opportunity for monitoring student learning**  Family structure – student work  Students use a range of sources to construct a graphic representation of their family, by identifying and representing the structure of their family, the roles they perform and daily activities they engage in.  **What to look for**   * Graphical representation of family structure * Uses at least two different sources * Evidence of description of family roles and daily activities of family members. |  |  |

## Learning sequence 2 – How has family life changed or remained the same over time?

Students are learning to:

* distinguish between the past, present and future
* compare and contrast their immediate family with earlier families using a range of sources
* compare and contrast daily life with that of parents or caregivers and/or grandparents at the same age
* use a range of sources to research information about the past.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 2.1 | Use an assessment strategy such as quick, write/draw (Resource 5) for students to record their ideas of what daily life was like for their parents or caregivers and/or grandparents when they were young children. This will help determine prior knowledge of past experiences of different family members. Read a picture book about childhood experiences in the past such as ‘A is for Aunty’ by Elaine Russell or ‘Grandpa Green’ by Lane Smith. The Art Gallery of NSW has produced a short film featuring Aboriginal artist, Elaine Russell reflecting on her childhood and the inspiration for her artworks (Resource 6). Discuss the similarities and differences between the book character’s daily life as a child and the experiences of students in your class. |  | [Resource 5 – quick, write](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/548?clearCache=235494cb-1330-b436-f8e4-3cf5941e7892)  [Resource 6 – Elaine Russell](https://www.artgallery.nsw.gov.au/collection/artists/russell-elaine/) |
| 2.2 | Model how different sources and artefacts (such as photos or equipment for games) can be used to acquire information about the past. Show photos of families in the past and the daily activities of family members. Compare the family structure and daily activities with the experience of students and their family members. The State Library of NSW has resources suitable for this task (Resources 7 and 8). Discuss how the artefacts show how family life has changed or remained the same over time. |  | [Resource 7 – State Library of NSW – holidays past and present](https://www.sl.nsw.gov.au/learning/holidays-past-and-present)  [Resource 8 – State Library of NSW – games children play](https://www.sl.nsw.gov.au/learning/games-children-play) |
| 2.3 | Refer to the quick, write/draw task of daily life for children in the past. Explain that students will use a range of sources and artefacts (such as photos, oral histories, diaries, schoolbooks) to investigate the daily life of their parents or caregivers, grandparents or older member in their family. Interview questions will focus on experiences at school and leisure and/or holiday activities. Students will identify the similarities and differences between their own experiences and those of their family member. Student responses will help determine their understanding of the **concepts of continuity and change** and skills of **comprehension**, **use of sources and perspective** (Resource 2). **Simple graphic organisers** (Resource 4) can scaffold students to sort and record the information they research, or students could use a digital device to record responses. |  | [Resource 4 – simple graphic organisers](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599?clearCache=60b841f5-5d2a-48f4-1ba-8ef466aad3b2)  [Resource 2 – History K-10 syllabus historical concepts and skills](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10/historical-concepts-and-skills) |
| 2.4 | **Opportunity for monitoring student learning**  Comparison of family life: present and past – student work  Students use a range of sources to research information about daily activities of their parents or caregivers and/or grandparents when they were children. Students present their research.  Encourage students to use a range of communication methods to create and present their research information including written, graphic and oral. Provide students with the option of using digital technology to create the text.  **What to look for**   * Evidence of research about the past experiences of a family member * Use of at least two different sources * Evidence of comparisons between student and family member’s school and leisure experiences. |  |  |

**Reflection and evaluation**

These simple questions may help you reflect on your students’ learning and plan for next steps.

What worked well and why?

What didn’t work and why?

What might I do differently next time?

What are the next steps for student learning based on the evidence gathered?