Present and Past Family Life

This Year 1 unit of work was created through collaboration between the ACT Department of Education and Training and the ACT Chief Minister’s Department and is aligned to the Australian Curriculum: History.
Present and Past Family Life

Inquiry Concept: Continuity and Change

Focus Question: How is present and past family life the same and different?

Learning Area: History | Year 1 | Duration: Term Unit
Title: Present and Past Family Life

Australian Curriculum: History Content Descriptions

Historical Knowledge and Understanding

1. Differences in family structures and roles today, and how these have changed or remained the same over time (ACHHK028)
2. How the present, past and future are signified by terms indicating time such as ‘a long time ago’, ‘then and now’, ‘now and then’, ‘old and new’, ‘tomorrow’, as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons (ACHHK029)
3. Differences and similarities between students’ daily lives and life during their parents’ and grandparents’ childhoods, including family traditions, leisure time and communications. (ACHHK030)

Historical Skills

Chronology, terms and concepts
- Sequence familiar objects and events (ACHHS031)
- Distinguish between the past, present and future (ACHHS032)

Historical questions and research
- Pose questions about the past using sources provided (ACHHS033)

Analysis and use of sources
- Explore a range of sources about the past (ACHHS034)
- Identify and compare features of objects from the past and present (ACHHS035)

Perspectives and interpretations
- Explore a point of view (ACHHS036)

Explanation and communication
- Develop a narrative about the past (ACHHS037)
- Use a range of communication forms (oral, graphic, written, role play) and digital technologies. (ACHHS038)

Enduring Understandings

- Some aspects of family life have changed over time
- Some aspects of family life have remained the same over time
- The past is significant to our lives
- Celebrations and commemorations help us connect to the past.

Core Contributing Questions
1. How has family life changed or remained the same over time?
2. How can we show that the present is different from or similar to the past?
3. How do we describe the sequence of time?
4. Why should we celebrate/commemorate the past?

The Unit at a Glance

Pre Activity
To elicit prior knowledge and ascertain any misconceptions that students may have.

Assessment – Diagnostic / Drawing, writing questions and commenting on the past.

Focus 1
To create a context and some common language that will enable students to make connections to the past.

Assessment / Formative – Personal timeline and associated questions

Focus 2
To understand what a ‘good’ question looks like.
To explore connections between students and their grandparents.

Assessment / Formative – Questions written for grandparent interview and presentation of findings.

Focus 3
To explore how family life has changed over the past 100 years.

Assessment / Formative – Memory Map on ‘Dawn’s Surprise’ / questions written for guides at Calthorpes’ House / presentation advertising Calthorpes’ House to other potential visitors.

Focus 4
To explore how we celebrate / commemorate the past.

Assessment / Formative – email / letter to the Canberra 2013 Celebrations Committee.

Post Activity
To allow students to reflect on their learning about the past.

Assessment / Summative – Drawing, writing questions and generalising about the past.
The Australian Curriculum Year 1 Achievement Standard covered through this unit

**Year 1 Achievement Standard**

By the end of Year 1 students identify and place key events in their family history in sequence. Students pose questions about the past using historical sources. Students use sources about the past to compare features of objects from the past and the present and to identify how some aspects of life have changed over recent time while others have remained the same. They identify personal and family events that have significance. Students recall what happened in an event and relate stories about life in the past using different forms of communication (oral, graphic, written, role play). When telling their stories, they use familiar terms denoting time.

**Note to teachers:**

This unit of work is one in a series which is intended to provide rich learning opportunities for students in relation to the Centenary of Canberra in 2013. While these units can be used before, during and after the Centenary, they stand in their own right. The writers of these units have aimed at inclusivity, and teachers are encouraged to differentiate between core, modified and extension elements in each unit.

Underlined phrases are hyperlinks to the Australian Curriculum website and learning areas as well as to other websites and photos. Teachers may select to teach all or part of the sequence of lessons depending on the needs of their students and time availability.