






Assessment description	Category
Children construct a history box using objects that represent significant personal or family-related events from different time periods. Children sequence objects to tell a story about the past.	Spoken/signed
	<b>Technique</b>
	Research
Context for assessment	Alignment
<p>Children and teachers collaborate to study present and past family life using the context of constructing a history box using digital or other media. Using the sources from the history box, children investigate the key inquiry questions: How can we show that the present is different from or similar to the past? How do we describe the sequence of time?</p> <p>On completion of the history box, children answer questions about the objects and/or the events they represent and sequence the objects from the history box to show the passing of time. Children create a short historical narrative (oral) based on the sequence of objects using terms that relate to past, present and future.</p>	Australian Curriculum v4.0, <a href="http://www.australiancurriculum.edu.au">www.australiancurriculum.edu.au</a> , ACARA — Australian Curriculum, Assessment and Reporting Authority
	<b>Connections</b>
	This assessment can be used with the QSA Australian Curriculum resource titled <b>Year 1 unit overview — History exemplar (My past, present and future)</b> , available at: <a href="http://www.qsa.qld.edu.au/13659.html#overview">www.qsa.qld.edu.au/13659.html#overview</a> .
	<b>Definitions</b>
	<b>Historical narrative:</b> A text that makes sense of the past based on a selection of a sequence of events.
In this assessment	
Teacher guidelines	
Task-specific standards: Continua	
Task-specific standards: Matrix	
Assessment resource: Example of a recording device to gather evidence	
Assessment resource: Question starter grid	
Assessment resource: Omar’s history box	
No Student booklet	

# Teacher guidelines

## Identify curriculum

Content descriptions to be taught	
Historical Knowledge and Understanding	Historical Skills
<p><b>Present and Past Family Life</b> 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 <a href="#">ACHHK029</a></p>	<p><b>Chronology, terms and concepts</b></p> <ul style="list-style-type: none"> <li>Sequence familiar objects and events <a href="#">ACHHS031</a></li> <li>Distinguish between the past, present and future <a href="#">ACHHS032</a></li> </ul> <p><b>Historical questions and research</b></p> <ul style="list-style-type: none"> <li>Pose questions about the past using sources provided <a href="#">ACHHS033</a></li> </ul> <p><b>Analysis and use of sources</b></p> <ul style="list-style-type: none"> <li>Explore a range of sources about the past <a href="#">ACHHS034</a></li> </ul> <p><b>Explanation and communication</b></p> <ul style="list-style-type: none"> <li>Develop a narrative about the past <a href="#">ACHHS037</a></li> </ul>
General capabilities and cross-curriculum priorities	
<p> <b>Literacy</b></p> <p> <b>Numeracy</b></p> <p> <b>Critical and creative thinking</b></p> <p> <b>Intercultural understanding</b></p> <p> <b>Personal and social capability</b></p>	
Achievement standard	
<p>By the end of Year 1, students explain how some aspects of daily life have changed over recent time while others have remained the same. They describe personal and family events that have significance. Students sequence events in order, using everyday terms about the passing of time. They pose questions about the past and examine sources (physical and visual) to suggest answers to these questions. Students relate stories about life in the past, using a range of texts.</p>	
Source: ACARA, The Australian Curriculum v 4.0, <a href="http://www.australiancurriculum.edu.au">www.australiancurriculum.edu.au</a>	

## Sequence learning

### Suggested learning experiences

This assessment leads on from the learning experiences outlined in the QSA's Year 1 History unit overview. The knowledge understanding and skills developed in the exemplar unit will prepare students to engage in this assessment:

- See unit overview — History exemplar (Exploring family life) [www.qsa.qld.edu.au/13659](http://www.qsa.qld.edu.au/13659).

### Adjustments for needs of learners

Section 6 of the *Disability Standards for Education* (The Standards for Curriculum Development, Accreditation and Delivery) states that education providers, including class teachers, must take reasonable steps to ensure a course/program is designed to allow any child to participate and experience success in learning.

The *Disability Standards for Education 2005* (Cwlth) is available from [www.ag.gov.au](http://www.ag.gov.au).

### Resources

#### Books

- Lester, A 2006, *When Frank was Four*, Hodder Headline, Australia.
- Hutchins, P 1992, *You'll Soon Grow into Them, Titch*, HarperCollins Publishers, Australia.
- Fox, M 1989, *Wilfrid Gordon McDonald Partridge*, Kane/Miller Book Publishers, USA.
- Baker, J 2010, *Mirror*, Walker Books, Australia.
- Baker, J 2002, *Window*, Walker Books Ltd, London.
- Baker, J 2004, *Belonging*, Walker Books Ltd, London.
- Base, G 2001, *The Water Hole*, Harry N. Abrams, USA.
- Hughes, S 1991, *Moving Molly*, Red Fox Picture Books, England

## Develop assessment

### Implementing

#### Preparing for the assessment

##### Talking about time

- Read a story that focuses on the passing of time such as *When Frank was Four* (see book list for other suggestions).
- Discuss with the children how the story shows the passing of time.
- Explore the language used in the story to represent the passing of time.
- Identify the events of the past and the present in the story and how the character has changed over time.
- Explore the terms of yesterday, today and tomorrow and build on the terms used in the story to describe the passing of time.
- Identify familiar words used to show the passing of time, eg. before, after, then, first, last, now, week, yesterday, today, and tomorrow.
- Organise these words into past, present and future using flash cards.
- Talk about personal events that happened in the past, that are happening now and may occur in the future.
- Talk about objects that represent important events from the past and the present. Identify these objects using words or visual representations.
- Compare groups of objects from the past and present and discuss how they are different.

### Sequencing significant events

- Sequence important events in the story using a representation of time, e.g. slideshow, timeline or photo album. Identify special objects that can be used to represent these events.
- Use visual sequences of time such as a “days of the week” chart or a class calendar to sequence important dates and events.

### Talking about change

- Use the concepts of past, present and future to tell a story about change over time using an aspect of daily life, e.g. cooking, transport, play.
- Discuss what life was like for their parents and grandparents by examining everyday objects from the past and comparing them to the present.

### Using objects — family history

- Models how to create a personal family history box.
- Discuss significant personal or family-related objects that could be used to represent events from the past or present and events that may happen in the future:
  - drawings or photographs of people and events (weddings, first day of school, new car)
  - personal or family objects from the past — clothing, toys
  - family stories — written or illustrated by a parent or grandparent
  - certificates — e.g. birth, sporting, music, dance
  - birthday cards, tickets to special events

### Using objects to tell a story about the past

- Using the objects in your personal family history box, present a short historical narrative about the significance of the objects and events they represent over time, pausing to stress the terms denoting time.

## Implementing

### Section 1. Creating your own history box

From home each week, add one significant personal or family-related object from each category to the history box from:

Before I was born; When I was a baby; When I was little; Last year; Now.

Note: Adjustments will need to be made for those children who have unknown or untraceable family histories.

In class each week, describe the object and the event it represents including details about:

- when the event happened
- where it happened
- who was there
- why it is significant to your personal or family history.

Final class activity: Draw an event that may happen in the future and add it to the box

### Section 2. Posing and answering questions

Using the sources in the history box:

- pose questions to the child (in groups or individually) about the selections of objects and the events they represent
- support children to pose questions about the selections of objects and events in other history boxes. Use *Assessment resource: Question starter grid* to cue students to ask a range of questions about objects and events
- record the children’s responses. Use *Assessment resource: Example of a recording device to gather evidence* for advice.

### Section 3. Telling a story about the past

The teacher models sequencing objects from their own personal history and then creates a

## Implementing

modelled story based on the objects. Children use this model to:

- sequence the objects from their personal family history box to show the passing of time
- create a short narrative based on the sequence of objects using terms that relate to the past, present and future.
- use *Assessment resource: Omar's history box* for advice.

## Make judgments

The following table identifies the valued features of this assessment. It makes explicit the demonstrations of understandings and skills as identified in the Australian Curriculum Achievement Standard and the Queensland Standards Elaborations for History.

A continua and matrix model of the Task-specific standard is provided for this assessment using the same valued features. Each model of a task specific standard uses task-specific descriptors to identify the discernable differences in student work for A–E standards.

Dimensions	Valued features		Task-specific valued features
Understanding	Historical Knowledge and Understanding		<b>Present and past family life</b> Describes personal and family-related objects and events using terms related to the past, present and future.
Skills	Historical Skills	Questioning and researching	<b>Historical questions and research</b> Poses questions about objects from the past, present and future.
		Analysing and interpreting	<b>Analysis and use of sources</b> Uses information from personal and/or family objects and events to answer questions about the past, present and future.
		Communicating	<b>Chronology, terms and concepts</b> <b>Explanation and communication</b> Develops a story about the past based on personal and family objects and events. Sequences personal and family-related objects and events using terms to distinguish between the past, present and future.

## Use feedback

### Feedback to students

Evaluate the information gathered from the assessment to inform teaching and learning strategies. Focus feedback on the child's personal progress and the next steps in the learning journey. Offer feedback that:

- is provided early in the assessment to give children the opportunity to improve their History knowledge and skills, e.g. "You could tell us where it happened and who else was there."
- acknowledges the knowledge and skills they already possess.

	<ul style="list-style-type: none"> <li>• provides support for children to find ways to improve their History knowledge and skills e.g. “Can you think of another way ... ?”, “How else could you ... ?”</li> <li>• encourages children to work towards improving the quality of their responses to questions e.g. “You have told us what the object looks like and what it is made of. How do you think it was used? Who might have owned it? What does it tell us about your family story?”</li> </ul>
<b>Resources</b>	For guidance on providing feedback, see the professional development packages titled <i>Seeking and providing feedback</i> : <a href="http://www.qsa.qld.edu.au/18076.html">www.qsa.qld.edu.au/18076.html</a> .

# Exploring family life: My present, past and future

Name .....

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**Purpose of assessment:** To describe, sequence and tell a story about personal or family objects and events using terms related to the passing of time.

Historical knowledge and understanding	Historical skills			
	Questioning and researching	Analysing and interpreting	Communicating	
Describes personal or family objects and events using terms related to the past, present and future.	Poses questions about objects from the past and the present.	Uses information from personal or family objects and events to answer questions about the past, present and future.	Develops a story about the past based on personal or family objects and events. Sequences personal or family objects and events using terms to distinguish between the past, present and future.	
<p>← Describes personal or family objects and events in detail using terms clearly connected to when they occurred in the past, present or future.</p> <p>← Describes personal or family objects and the events they represent using terms related to the past, present or future.</p> <p>← Describes a personal or family object.</p>	<p>← Poses clear questions about the past that relate to the present and the future.</p> <p>← Poses questions about the past.</p> <p>← Uses questions about the past with direction.</p>	<p>← Uses information from personal or family objects and events to describe why the past is different from and/or similar to the present in response to questions.</p> <p>← Uses information from personal or family objects or events to answer questions about the past, present and future.</p> <p>← Answers questions about a personal or family object or event.</p>	<p>← Presents a story about changes over time based on a sequence of personal or family objects and events. Sequences objects and events in chronological order using a range of terms to distinguish between the past, present and future.</p> <p>← Presents a story about life based on a sequence of personal or family objects and/or events. Sequences objects and/or events using terms to distinguish between the past, present and future.</p> <p>← Makes statements about personal or family objects or events from the past. Sequences with direction, objects or events using terms related to past, present or future.</p>	<p>AP</p> <p>MC</p> <p>WW</p> <p>EX</p> <p>BA</p>

# Exploring family life: My past, present and future

Name .....

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**Purpose of assessment:** To describe, sequence and tell a story about personal or family objects and events using terms related to the passing of time.

			Task-specific valued features				
			Applying (AP)	Making Connections (MC)	Working with (WW)	Exploring (EX)	Becoming Aware (BA)
Understanding and skills	Historical Knowledge and Understanding	Describes personal or family objects and events using terms related to the past, present and future.	Describes personal or family objects and events in detail using terms clearly connected to when they occurred in the past, present or future.	Describes personal or family objects and events using terms related to the past, present or future	Describes personal or family objects and the events they represent using terms related to the past, present or future	Describes a personal or family object and the event it represents using terms related to time.	Describes a personal or family object.
	Questioning and researching	Poses questions about objects from the past and the present.	Poses clear questions about the past that relate to the present and the future.	Poses connected questions about the past that relate to the present and the future.	Poses questions about the past.	Poses questions about the past with guidance.	Uses questions about the past with direction.
	Analysing and interpreting	Uses information from personal or family objects and events to answer questions about the past, present and future.	Uses information from personal or family objects and events to describe why the past is different from and/or similar to the present in response to questions.	Uses information from personal or family objects and events to answer questions as to why the past is different from or similar to the present.	Uses information from personal or family objects or events to answer questions about the past, present and future.	Uses information from personal or family objects or events to respond to questions about the past, present or future.	Answers questions about a personal or family object or event.



		<b>Communicating</b>	<p>Develops a story about the past based on personal or family objects and events.</p> <p>Sequences personal or family objects and events using terms to distinguish between the past, present and future.</p>	<p>Presents a story about changes over time based on a sequence of personal or family objects and events.</p> <p>Sequences objects and events in chronological order using a range of terms to distinguish between the past, present and future.</p>	<p>Presents a story about life in the past, present and future based on different personal or family objects and events.</p> <p>Sequences objects and events in accurate chronological order using a terms to distinguish between the past, present and future.</p>	<p>Presents a story about life based on a sequence of personal or family objects and events.</p> <p>Sequences objects and/or events using terms to distinguish between the past, present and future.</p>	<p>Relates a story based on a sequence of personal or family objects and events.</p> <p>Sequences objects or events using everyday terms to distinguish between past and present.</p>	<p>Makes statements about personal or family objects or events from the past.</p> <p>Sequences with direction, objects or events using terms related to past, present or future.</p>
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## Example of a recording device to gather evidence

Name: .....

Object: .....

Describe an <b>object</b> from .....	<b>Time words</b>
<p><b>Tell a story about the object:</b></p> <ul style="list-style-type: none"> <li>• When was the object used?</li> <li>• What was the object used for?</li> <li>• Where was the object used?</li> <li>• Who owned or used the object?</li> <li>• What event happened at the time?</li> <li>• Why did you choose this object?</li> </ul> <p>Describe the similarities and differences between the objects in your collection.</p> <p>What does this object show you about how your life has changed from the past to the present?</p> <p>What changes may happen in the future?</p>	<p>a long time ago</p> <p>when I was a baby</p> <p>when I was little</p> <p>new/old</p> <p>then/now</p> <p>a week ago</p> <p>last year</p> <p>before/after</p> <p>past/present/</p> <p>future</p> <p>yesterday</p> <p>tomorrow</p> <p>later in the year</p> <p><b>Other words used:</b></p>
<p><b>Tell a story about the event that is related to the object:</b></p> <ul style="list-style-type: none"> <li>• When did it happen?</li> <li>• Where did it happen?</li> <li>• Who was there?</li> <li>• What happened?</li> </ul>	

- Why is this event important to you?
- How has this event changed over time?

**Place the objects and/or events in a sequence of time — from the past to the present and in the future:**

**Note to teachers:** Collect evidence from a small group of children each week and focus on the quality of the description and answers. Parents and other adults working in the classroom may also participate in the recording process as a way of assisting the learning partnership.

# Exploring family life: My past, present and future

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## Question starter grid

The following question starter grid may be useful in assisting children to pose questions to inquire about family-related objects or events. *When*, *who* and *why* are highlighted as they relate more to the focus of this assessment.

What is?	When is?	Which is?	Who is?	Why is?	How is?
What did?	When did?	Which did?	Who did?	Why did?	How did?
What can?	When can?	Which can?	Who can?	Why can?	How can?
What would?	When would?	Which would?	Who would?	Why would?	How would?
What might?	When might?	Which might?	Who might?	Why might?	How might?

## Omar's history box

### An object from long ago

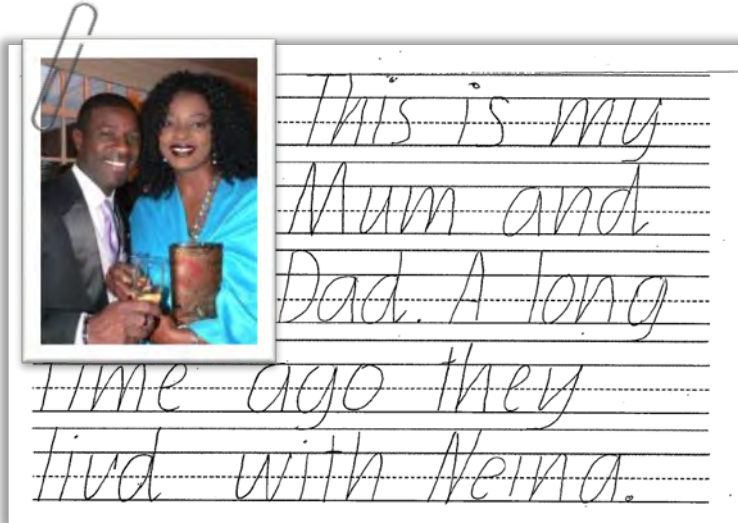


Image source: Parents Weekend 2009, a Creative Commons Attribution 2.0 Generic licensed photo from Elmirs College Flickrstream, [www.flickr.com/photos/elmiracollege/4012692784](http://www.flickr.com/photos/elmiracollege/4012692784)

**Child:** "This is my Mum and Dad long ago before I was born. Dad is taking Mum out for dinner. They are very young. Dad used to live with my Nana before they got married."

### An object from when I was a baby

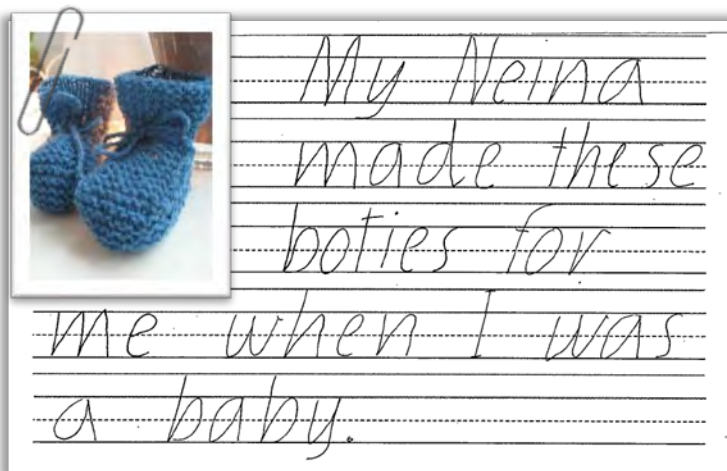


Image source: I actually finished a knitting project!, a Creative Commons Attribution 2.0 Generic licensed photo from m.i.l.c.h.schaum's Flickrstream [www.flickr.com/photos/coffeecupcake/1542099432](http://www.flickr.com/photos/coffeecupcake/1542099432)

**Child:** "My Nana made these booties for me when I was a baby. They are very special to me because I was born early and I was very small. These booties show how small I was when I was a baby."

### An object from when I was little

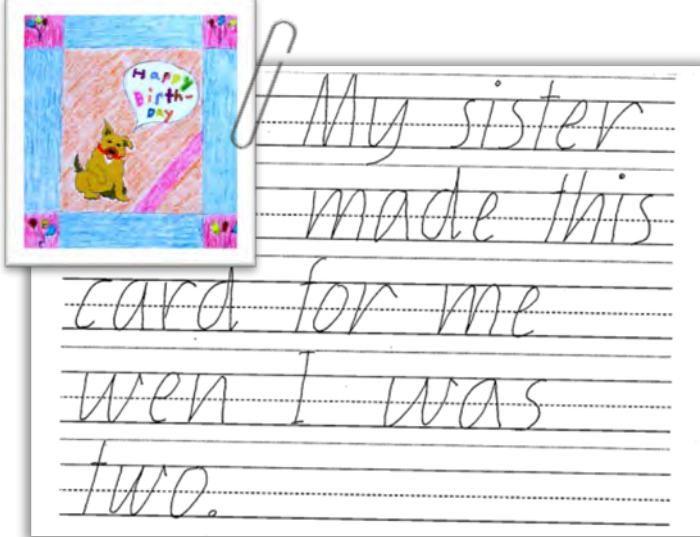


Image source: Card front, a Creative Commons Attribution 2.0 Generic licensed photo from normanack's Flickrstream, [www.flickr.com/photos/29278394@N00/33387284](http://www.flickr.com/photos/29278394@N00/33387284)

**Child:** "My sister is three years older than me and always makes me a card on my birthday. I keep these cards to help me remember my birthdays. She broke her leg last year and drew me lots of pictures. The drawing on this card is of Freddie when he was a young puppy. She gave me this card four years ago when I was two."

### An object from last year



Image source: Cave, Bear and Flowers — Felt Tip Drawing a Creative Commons: Attribution 2.0 Generic licensed photo from Childrens Book Review's Flickrstream, [www.flickr.com/photos/25230222@N07/2405402480](http://www.flickr.com/photos/25230222@N07/2405402480)

**Child:** "This is a drawing from last year. I drew my sister and her favourite bear. I could not write very well then but I can write really well now."

### An object from the present



I play  
soccer with  
my friends on  
the weekend.

Image source: Soccer – Army Youth Sports and Fitness – CYSS – Camp Humphreys, South Korea – 111001, a Creative Commons: Attribution 2.0 Generic licensed photo from USAG–Humphreys' Flickrstream, [www.flickr.com/photos/usaghumphreys/6205382899](http://www.flickr.com/photos/usaghumphreys/6205382899)

**Child:** “This is a photo of me playing soccer with my friends. I started playing on a soccer team this year. This photo is taken at my first game last weekend. Now that I am old enough to play soccer Dad says that I am old enough to help wash the dishes.”

### An object from the future

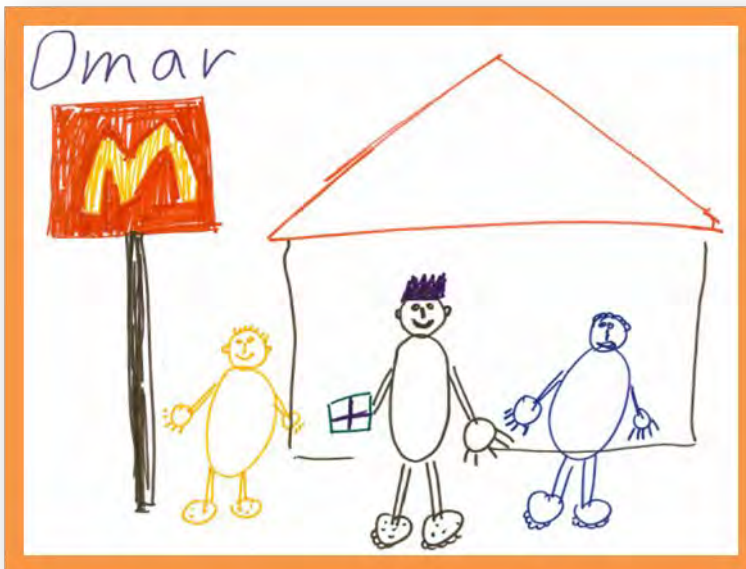


Image source: Property of Queensland Studies Authority

**Child:** “Next year I would like to have a birthday party at McDonalds. I have this drawing on my wall so that Mum and Dad know where I want to go next year”



# Omar's family story

## Sequencing objects



*Started with photo of Mum + Dad and selected items in chronological order.*

Image source: See image sources for individual images in this document.

## Omar's family story — recorded on audio file

### Omar:

"This is my mum and dad before they got married. A long time ago they moved to Australia. That was before my sister was born.

These are the booties my Nana made for me when I was a baby. Nana lives in another country. Mum and Dad used to live there too.

This is a birthday card my sister made for me when I was two. My sister was in Year 1 and she was very good at writing and drawing pictures.

This is a drawing I did last year when I was at Prep. I was not very good at writing my sister's name but now I can write the names of all the people in my family.

My Mum took this picture of me playing soccer last week. My sister plays soccer too. Mum and Dad take us to soccer every Saturday morning.

Mum has a job now so she said that I can have a birthday party at McDonalds next year. I went to my friend's party at McDonald's last week and it was fun. I keep this drawing on my wall so that I remember where I want to go for my party next year.

The objects I have chosen for my history box are drawings and photos that are special to me. They show that I have got better at drawing and that my family is always with me.