

# Prep Year History

## Exploring my family history

### Using evidence

#### Transcript of video 4 of 5

This video is available from [www.qsa.qld.edu.au/27216.html](http://www.qsa.qld.edu.au/27216.html)

*Exploring my family history* is available from [www.qsa.qld.edu.au/25885.html](http://www.qsa.qld.edu.au/25885.html)

#### *Historical knowledge and understanding: Personal and family histories*

[Two prep teachers discuss the evidence of student work in the children's family history journals.]

Maree Frederiksen:  
Prep teacher

So we need to have a look at all of the evidence that we've collected through the family history journal, look at those sources.

Lateticia Strohben:  
Prep teacher

Look at the recording device.

Maree:

Then we need the recording device from the interviews and then make a judgment against that evidence on the matrix. So let's have a look at Lotus's. First of all, we have to look at personal and family history. So has she used representations of family members to identify different structures of family?

Lateticia:

Yes, she has.

Maree:

She has.

Lateticia:

So she has her parents and herself and she's also drawn her grandparents so her mother's parents and her father's parents.

Maree:

Okay, so she would definitely be working with.

Lateticia:

Be working with.

Maree:

Because she's identified different family structures. So we have to decide, is she making connections? So has she described different family structures?

Lateticia: Yep, she's able to look at her family structure and she was able to look at other children's families and be able to talk about what was the same about her family and also what was different about her family.

Maree: Okay. So would she be making connections?

Lateticia: I think she'd be making connections.

### *Historical skills: Questioning and researching*

Maree Frederiksen: I'm thinking with Annabelle, with her ability to pose questions to enquire about the family, the evidence that we've gathered has her sitting as making connections on the matrix. So she asks connected questions to enquire about different family structures.  
Prep teacher

Lateticia Strohben: Yep.  
Prep teacher

Maree: So in the interview, she asked Owen who was in his family, how many people were there altogether when she looked at the different houses that he had drawn.

Lateticia: Yes.

Maree: She also questioned why there were three houses in his family and not just the one. I just wanted to make sure that we were being consistent in our judgments.

Lateticia: I think that she asked connected questions. It does — with the applying, does she adapt or use combinations of relevant questions to enquire about different family structures. So did she talk about how Owen's family has a brother and a sister and her family also has a brother and a sister. She didn't really...

Maree: No, she didn't. She asked questions, she posed questions...

Lateticia: About his family.

Maree: ...about his family. But then she didn't make those connections.

Lateticia: No.

Maree: So making connections?

### *Historical skills: Communicating*

- Maree Frederiksen: I just wanted to make sure that we were being consistent with the skill of communicating.  
Prep teacher
- Lateticia Strohben: Uh-hmm.  
Prep teacher
- Maree: Especially with Owen's because when we did the interview with him, he was able to identify the differences between his family and Jake the travel buddy. The difference that he identified was that Jake's mum and dad lived...
- Lateticia: Lived in different houses.
- Maree: ... in different houses and he could see that Jake also lived in both of those houses. But even though I prompted him to try and get him to move onto the describing, I don't think he was able to do that.
- Lateticia: So he wasn't able to talk about that he lives in a house with his mum and dad and that's what's different...
- Maree: No.
- Lateticia: ...between him and Jake.
- Maree: Yep. Which is fine for now...
- Lateticia: Yeah.
- Maree: ...considering it's week five of prep.
- Lateticia: Five of prep, that's right [laughs].