









Exploring my family history

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Assessment description	Category
Children investigate their family history and use drawings about, and photographs and objects from, their family history to identify similarities and differences between families.	Multimodal
	Technique
	Guided research
Context for assessment	Alignment
Children research and share their family history to identify similarities and differences between families. They relate their family history and respond to collaboratively developed questions in an interview.	<i>Australian Curriculum v 4.0</i> , www.australiancurriculum.edu.au , ACARA — Australian Curriculum, Assessment and Reporting Authority
	Connections
	This assessment can be used with the QSA Australian Curriculum resource titled Prep unit overview — History exemplar (Exploring my family history) , available at: www.qsa.qld.edu.au/prep-history-resources.html .
	Definitions
	Historical narrative: 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: Question starter grid	
Assessment resource: Example of a recording device to gather evidence in comparing family structures	
Assessment resource: Sample parents/carers letter	
Assessment resource: Example of a family history journal	
No Student booklet	

Teacher guidelines

Identify curriculum

Content descriptions to be taught	
Historical Knowledge and Understanding	Historical Skills
<p>Personal and Family Histories</p> <ul style="list-style-type: none"> Who the people in their family are, where they were born and raised and how they are related to each other (ACHHK001) The different structures of families and family groups today, and what they have in common (ACHHK002) 	<p>Chronology, terms and concepts</p> <ul style="list-style-type: none"> Distinguish between the past, present and future (ACHHS016) <p>Historical questions and research</p> <ul style="list-style-type: none"> Pose questions about the past using sources provided (ACHHS017) <p>Analysis and use of sources</p> <ul style="list-style-type: none"> Explore a range of sources about the past (ACHHS018) <p>Explanation and communication</p> <ul style="list-style-type: none"> Develop a narrative about the past (ACHHS021) Use a range of communication forms (oral, graphic, written, role play) and digital technologies (ACHHS022)
General capabilities and cross-curriculum priorities	
<ul style="list-style-type: none">  Literacy  Numeracy  ICT capability  Critical and creative thinking  Personal and social capability  Intercultural understanding  Aboriginal and Torres Strait Islander histories and cultures  Asia and Australia's engagement with Asia 	
Achievement standard	
<p>By the end of the Foundation year, students identify similarities and differences between families. They recognise how important family events are commemorated.</p> <p>Students sequence familiar events in order. They pose questions about their past. Students relate a story about their past using a range of texts.</p>	
Source: ACARA, The Australian Curriculum v 4.0, www.australiancurriculum.edu.au	

Sequence learning

Suggested learning experiences

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

- See unit overview — History exemplar (Exploring my family history) <www.qsa.qld.edu.au/prep-history-resources.html>

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.

Resources

Children would benefit from access to:

- a range of literary and non-literary texts related to family and family structure
- paper, pencils and pads
- resources that cater for diversity, e.g. a text using adaptive technologies
- a range of games and puzzles
- software resources related to family and family structure

Develop assessment

Implementing

Preparing for the assessment

Talking about families

- Talk to the children about families and different family structures.
- Use the children's experiences of family to create classroom collections of objects or visuals to represent family members, for example through:
 - digital or visual family icons or photographs
 - family characters, including representations of family structures in different cultures, that are created using materials such as minifigures and building blocks
 - child-constructed or drawn family characters.

Other learning experiences may include:

- setting up a doll's house and home corner — ask the children to play and draw ideas about their family and encourage them to think and talk about families.
- using photos and other visual prompts to provide a stimulus for children to paint representations of their family for display.

When selecting sources, consider the culture, background, home language, and geographic location of the community, and equity of access for the children.

Asking historical questions

- Build a collection of questions and prompts suitable for historical inquiry about family structures.
- Discuss the key questions:
 - What is my history and how do I know?
 - What stories do other people in my family tell about the past?
 - How can stories of the past be told and shared?
- Have the children practise interviewing peers about objects, photos and families to gain experience in selecting and posing relevant questions for an inquiry into family structures.
- Make adjustments and use picture prompts cards to provide support for individual children as required.
- Use the assessment resources — *Example of a recording device* and *Question starter grid* — to assist the children to inquire about family history.

Using sources (photographs)

- Assign the children the roles of History detectives to ask questions about family members to identify them, e.g. Guess who this baby is? (using children's own baby photos); Where is this photograph taken? How do you know? Use photos of other family members and ask questions using the language of time, e.g. Who is the oldest? Who lived a long time ago?

Using historical terms and concepts

- Collaboratively build a class collection of vocabulary of historical terms that can be used to describe family structures and relationships and changes to family structures from the past to the present and into the future.
- Make adjustments by including familiar visuals with the vocabulary for easy recognition, or use children's home language.

Communicating about families

- Create "travel buddies" (e.g. a doll or teddy bear — one girl and one boy) and use them to introduce the idea of different family structures and to create a simple family tree. Each travel buddy has a family history journal that the teacher has created. Refer to the Assessment resource: *Example of a family history journal* as required.
 - Use each travel buddy to model ways to complete the journal and model the process for collecting information and evidence for a family history journal. Collaborate with the children to develop questions that can be used to gather evidence of family history.
 - Create an individual family history journal for each child to take home.
 - Over several weeks, send a travel buddy home with each child to help them collect information about their own family's past and present. See Assessment resource: *Sample parents/carers letter* for an example of a letter that could be used to explain the task to parents.

Implementing

Preparing for the assessment

- Share, or have a significant adult share, their family history journal as a model. Model an interview using questions developed collaboratively
- Have the children pose questions to the person being interviewed.

Section 1. Questioning and researching using a family history journal

Children:

- investigate past and present family structures, roles and history at home using their family history journal, including drawings or photos
- complete a simple family tree to identify family members
- use collaboratively developed questions to research their family history
- talk about and contact other relatives such as grandparents, aunts, uncles and cousins. Teacher monitors the content and detail in the family history journals
- discuss similarities and differences between own family structure and that of their parents and grandparents.

Section 2. Analysing and interpreting

Children:

- share family histories in small groups, referring to their own and others' family history journals
- work with a partner to share and discuss their family history journal, and practise asking and responding to questions using their journal as a prompt
- identify younger and older family members using terms such as “now”, “yesterday” and “a long time ago”.

Section 3. Communicating about families

A significant adult (e.g. grandparent, parent/carer, teacher, Elder) uses collaboratively developed questions to interview children in small groups and record responses. NOTE: It may be more appropriate to interview some children individually.

NOTE: This unit could lead into a subsequent unit on timelines and sequencing events in history.

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 standards are provided for this assessment using the same valued features. Each model of task-specific standards uses task-specific valued features and descriptors to identify the discernable differences in children's work across a five-point scale.

Dimensions	Valued features		Task-specific valued features
Understanding	Historical Knowledge and Understanding		Personal and Family Histories Uses representations of family members to identify different structures of families.
Skills	Historical Skills	Questioning and researching	Historical questions and research Poses questions to inquire about family structures from the past and present
		Analysing and interpreting	Analysis and use of sources Identifies features of sources connected to the past and the present
		Communicating	Chronology, terms and concepts Explanation and communication Relates past and present family history in response to questions Uses terms that distinguish between the past and the present

Use feedback

Feedback to children	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: <ul style="list-style-type: none"> is provided early in the assessment to give children the opportunity to improve their History knowledge and skills, e.g. "Can you tell me where it happened and who else was there?" acknowledges the knowledge and skills they already possess 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 ... ?" encourages children to work towards improving outcomes, 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?"
Resources	For guidance on providing feedback, see the professional development packages titled <i>Seeking and providing feedback</i> : www.qsa.qld.edu.au/18076.html

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Purpose of assessment: To identify the similarities and differences between family structures and respond to questions about family history.

Understanding	Skills		
Historical knowledge and understanding	Historical skills		
	Questioning and researching	Analysing and interpreting	Communicating
Uses representations of family members to identify different structures of families	Poses questions to inquire about family structures from the past and present	Identifies features of sources connected to the past and the present	Relates past and present family history in response to questions Uses terms that distinguish between the past and the present
<p>◀ Describes different family structures in detail using visual representations purposefully.</p> <p>◀ Identifies different family structures using visual representations.</p> <p>◀ States own family structure using visual representations.</p>	<p>◀ Adapts or uses combinations of relevant questions to inquire about different family structures.</p> <p>◀ Asks relevant questions to inquire about different family structures.</p> <p>◀ Asks scaffolded or rehearsed questions to inquire about different family structures.</p>	<p>◀ Clearly identifies differences between family structures from the past and present using sources.</p> <p>◀ Identifies differences between family structures from the past and present using sources.</p> <p>◀ Follows directions to identify sources.</p>	<p>◀ Clearly describes similarities and differences between their own and others' families.</p> <p>◀ Identifies similarities and differences between their own and others' families.</p> <p>◀ Identifies their own family structure with prompts.</p>
			<p>AP</p> <p>MC</p> <p>WW</p> <p>EX</p> <p>BA</p>
Australian Curriculum Prep History	Exploring my family history		Task-specific standards — continua

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			Task-specific valued features					
			Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)	
Understanding and Skills	Historical Knowledge and Understanding	Personal and Family Histories Uses representations of family members to identify different structures of families	Describes different family structures in detail using visual representations purposefully	Describes different family structures using visual representations	Identifies different family structures using visual representations	Identifies their own family structure and aspects of similarities and differences between other families using visual representations	States own family structure using visual representations	
	Historical Skills	Questioning and researching	Historical questions and research Poses questions to inquire about family structures from the past and present	Adapts or uses combinations of relevant questions to inquire about different family structures	Asks connected questions to inquire about different family structures	Asks relevant questions to inquire about different family structures	Asks simple questions to inquire about family structures	Asks scaffolded or rehearsed questions to inquire about different family structures
		Analysing and interpreting	Analysis and use of sources Identifies features of sources connected to the past and the present	Clearly identifies differences between family structures from the past and present using sources	Describes differences between family structures from the past and present using sources	Identifies differences between family structures from the past and present using sources	Identifies their own family structure using sources	Follows directions to identify sources
		Communicating	Chronology, terms and concepts Explanation and communication Relates past and present family history in response to questions Uses terms that distinguish between the past and the present	Clearly describes similarities and differences between their own and others' families	Describes similarities and differences between their own and others' families	Identifies similarities and differences between their own and others' families	Identifies their own and others' family structures with prompts	Identifies their own family structure with prompts

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Question starter grid

The following question starter grid may be useful in assisting children to pose questions about family structures. *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?

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Example of a recording device to gather evidence in comparing family structures

Questions about family structures	Time and comparing words	Family structure words
<p>Examples of questions that can be used to build children’s historical inquiry skills when talking about:</p> <ul style="list-style-type: none"> • their travel buddies (see Assessment resource: <i>Example of a family history journal</i>) <ul style="list-style-type: none"> – Who is in Jake’s family? – Who is in Annie’s family? – Who is inside the house of the family? – Who is outside the house in the family? • their own families <ul style="list-style-type: none"> – Who is the oldest? Can you order the people in your family from oldest to youngest? – When did ... join the family? – Where is this person in your family? • others’ families <ul style="list-style-type: none"> – Look at my family. What can you see that is different? – What can you see that is the same? – Which family is the largest? Which family is the smallest? – When did this family change? – Who has arrived to be part of the family? – Who else is the family? 	<p>Examples of words that children can use when talking about time:</p> <ul style="list-style-type: none"> • a long time ago • when I was a baby • when I was little • new/old • a little way later • then/now • a short time • last year • before/after • yesterday • tomorrow • later • older/a lot older • younger/a lot younger • the same • not the same • and then • a very long time 	<p>Examples of words that children can use to talk about family structures:</p> <ul style="list-style-type: none"> • Mum/Step mum • Dad/Step-dad • Brother/Step-brother • Sister/Step-sister • Baby • Grandpa • Grandma • Uncle • Aunt • Cousins • Teenagers • Children • Son • Daughter • Grandson • Grandparent • Adult • Pet
<p>Posing questions</p> <p>Say to the children “Now it is your turn to ask me questions about my family. Can you ask me a question to find out something about my family?”</p> <p>Examples of questions that children may ask:</p> <ul style="list-style-type: none"> • How many children do you have? • Do you have a big family? • Who is this person in your family? • Who else is in your family outside the house? • Who is the oldest of children? • What is the same about your family to this family? 		

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Sample parents/carers letter

Dear Parents/Carers,

This year, as part of our study of History in Prep, we will be investigating our personal and family histories. As such, we will be focusing on three key 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?

Our first task is to investigate our own families. We have two “travel buddies” — Jake and Annie — assisting with this task. Jake/Annie is coming home tonight to learn about your child’s family history.

Please complete a simple family tree with your child. Information about Jake’s/Annie’s family can be found inside the family history journal to help you with this task. You can use photographs or your child’s drawings to complete the family tree.

Questions that you or your child might ask include:

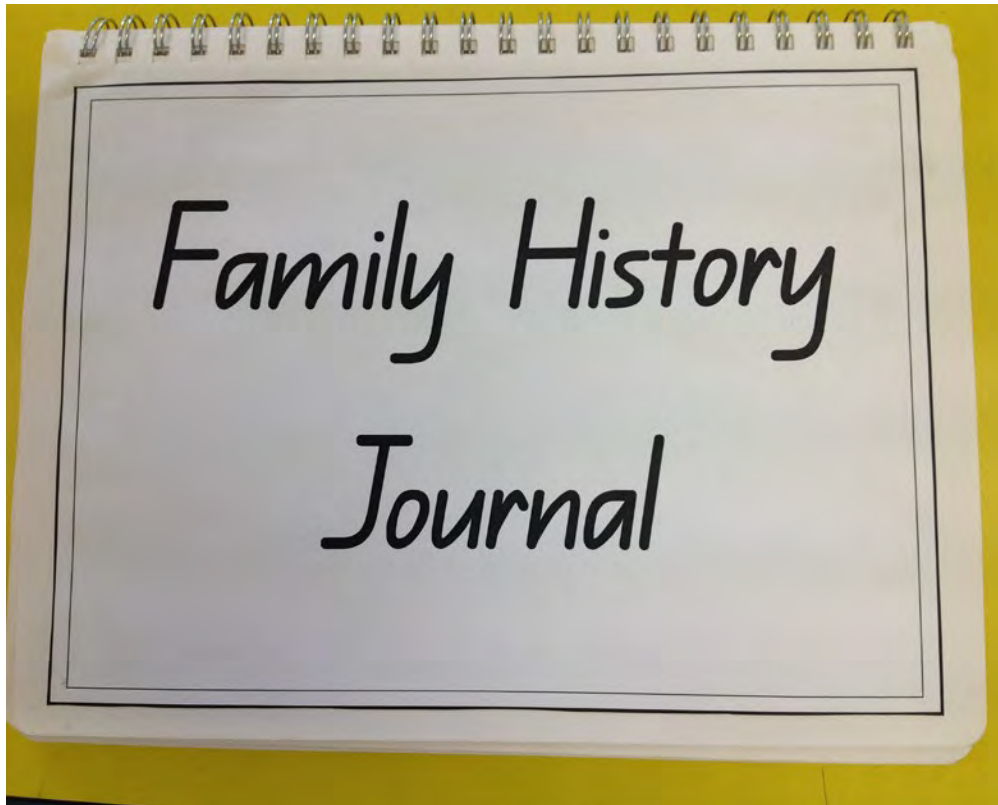
- Who is this person?
- How is this person related to you?
- Where was this person born?
- Where does this person live?
- Does our family look like everyone else’s family?

Thank you for your support with this task.

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Example of a family history journal



Travel buddy Annie



Travel buddy Jake



Travel buddy Jake's family



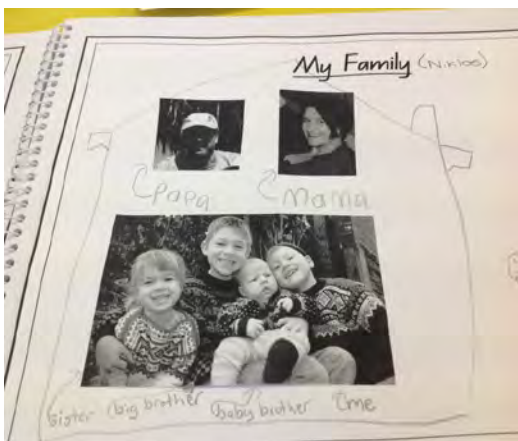
Travel buddy Jake's representation of a family



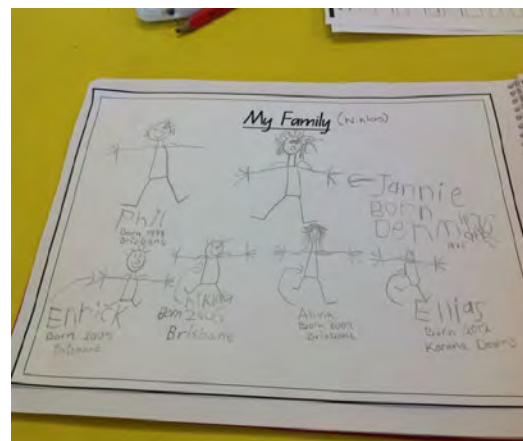
Child 1: Visual representation of a family



Child 1: Photo representation of a family



Child 2: Visual representation of the family



Child 2: Photo representation of the family