# HSIE: History ES1 – learning sequence – Personal and family histories

**Learning sequence description**

Personal and family histories provides students with the opportunity to learn about their own history and that of their family; including stories from a range of other cultures and other parts of the world. As participants in their own history, students build on their knowledge and understanding of how the past is different to the present. Students use a variety of sources, including personal family photographs and written and oral stories, to investigate their family history and the different structures of families in their class.

## Syllabus outcomes and content

**HTe-1** – communicates stories of their own family heritage and the heritage of others

* Who the people in their family are, where they were born and raised and how they are related to each other

**HTe-2** – demonstrates developing skills of historical inquiry and communication

* The different structures of families and family groups today, and what they have in common

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

## Lesson 1 – My family

Students are learning to:

* identify people in their immediate families and show relationships between family members
* discuss where members of their families were born and locate countries of origin of students' families in the class
* use a variety of sources including photographs or a treasured object from their homes, to recount stories about their families and discuss how sources are used to answer the question 'How do we know?'
* discuss then and now; past and present.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 1.1 | Discuss the term ‘family’. Note – the definition of ‘family’ varies for each student. Be sensitive to the social and cultural backgrounds of the students and their concept of their family. In particular, be aware of the family structures and kinship system in Aboriginal and Torres Strait Islander families. |  | **Source 1:**Albert Jones views of the Diamond Creek and Hurstbridge areas [State Library of Victoria](http://handle.slv.vic.gov.au/10381/40469). Out of copyright |
| 1.2 | Students look at the photograph from the early 1900s of a family of eleven. With parent/carer support answer these questions.How many people can you see? Who is in the photograph and what role do you think they play? What is different and similar about this family in the past to families now? Identify the key ideas about what makes a family. |  | **Source 1:**Albert Jones views of the Diamond Creek and Hurstbridge areas [State Library of Victoria](http://handle.slv.vic.gov.au/10381/40469). Out of copyright |
| 1.3 | Students create a drawing of their family and label each member. They explain who the members of their family are and how they are related to each other. After observing the photograph in source 1, and completing the picture of their family, students answer the following questions. Who are the members of my family and how are we related? How can I find out about where members of my family were born? Where does my family come from? How can I learn more about my past?  |  | Student Workbook |
| 1.4 | **Family photograph narratives**Using a family photograph from the past, students create either a written or oral story. The story takes the viewpoint of one person in the portrait to describe what is happening in the photograph, who the members of their family are and how they are related. |  | Students supply their own family photograph |
| 1.5 | **Opportunity for monitoring student learning**My Family – students create a drawing of their family and label each member.They explain who the members of their family are and how they are related to each other. **What to look for*** explain members of their family
* discuss where each member of their family was born
* locate countries of origin of family members
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## Lesson 2 – Other families

Students are learning to:

* identify and record similarities and differences between families, e.g. the number of children in the family, family languages spoken at home, number of adults in the immediate family
* compare and contrast various family groups through photographs and stories and identify differences between past and present.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 2.1 | Students discuss the terms ‘similar’ and ‘different’. Students examine the photograph of a family in source 2. Discuss the possible relationships between the family members. Students examine the photograph in source 3 and make comparisons to source 2. How are the families different? How are the families similar?For example, the number of adults or children or the members of the family. |  | **Source 2:**[Northern Territory Library](http://hdl.handle.net/10070/28834). [Public domain](https://creativecommons.org/publicdomain/mark/1.0/)Family photograph taken on 1 January 1940**Source 3:**[Flickr](http://tiny.cc/7rsh9y). [Public domain](https://creativecommons.org/publicdomain/mark/1.0/)Family Christmas party, 2015 |
| 2.2 | After observing the photographs, in source 2 and 3, discuss these inquiry questions, for example: What can make families similar or different? How is my family similar to my classmates? How is my family different to my classmates? What would I like to learn about a family that is different to mine?  |  |  |
| 2.3 | **Opportunity for monitoring student learning**The families in our classAsk students to illustrate a picture that represents their family. Students could create their family picture using digital technology, make a collage or draw a picture to portray this information. Students share their family illustration on their class on-line platform or in a space in their classroom.Ask students to observe all the different families that exist in their class. Students choose one family of a classmate to use a see-think-wonder strategy to identify the similarities and difference between the two families. Use the **See, Think, Wonder prompts** (in their student workbook) to guide their examination.**What to look for*** Identify family members
* Describe and show relationships between family members
* Identify and record similarities and differences between families e.g. number of children, family languages spoken at home, number of adults in family
 |  | Student workbook |

**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?