

Australian Curriculum: Year 1 Historical Knowledge and Understanding (Present and past family life)
Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods

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Before transformation: Sample Year 1 task**What's possible?****Chores Now and Then**

Draw a ring around the chores
that you do at home



Make bed



Help with dishes



Put rubbish in the bin



Feed pets



Tidy toys



Help with cooking

Write some chores that your parents or grandparents
did when they were children



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Before transformation: Sample Year 1 task

Transformed task: Getting the students doing the thinking

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Write some chores that your parents or grandparents did when they were children

I am helping by putting out the rubbish bin.



When my Mum was a child she put her rubbish in the bin. Her bin looked like a big metal bucket.

There were no wheelie bins.

How do you help at home?

- Students bring in photos of themselves helping at home.

Have children always done these jobs?

- Students plan and conduct an interview of known adults (such as parents and grandparents) to find out if and how they did this job when they were children.

How have things changed?

Are children's jobs the same in all our homes?

- Students identify similarities and differences between their life, the lives of other students and the lives of their parents and grandparents when they were children.




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Annotations: How has the task been changed?

Transformed task: Getting the students doing the thinking

What did the teacher do?	Why?
Asked students to compare and contrast their chores with those of children in the past.	So students can explain how daily life has changed or stayed the same since their parents or grandparents were children.
Made the focus of the task the exploration of different points of view.	So students can research how people (past and present) have different experiences, and reflect that there is more than a single viewpoint about events and lifestyle.
Let students try their own ideas first.	So students can begin with a familiar example and then apply their understanding to unfamiliar contexts.
Asked students to compose questions for an interview, without providing all the organisational steps.	So students have to identify the questions they will need to ask to find out the information they need, organise their thinking and design a plan how they will proceed.

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There were no wheelie bins.*

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- Have children always done these jobs?**
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