Early Stage 1 (Kindergarten) Personal and family histories

Students learn about their own history and that of their family. As participants in their own history, students build on their own knowledge and understanding of how the past is different from the present.

<table>
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<th>Topic:</th>
<th>Every picture tells a story</th>
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<tbody>
<tr>
<td>Key inquiry questions:</td>
<td>What is my history and how do I know?</td>
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<td>What stories do other people tell about the past?</td>
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<td>How can stories of the past be told and shared?</td>
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**Content**

How the stories of families and the past can be communicated, for example through photographs, artefacts, books, oral histories, digital media, and museums (ACHHK004)

Students:

- pose questions about another’s object or photograph
- discuss *then* and *now; past and present*
- recognise that stories of the past may differ depending on who tells the story
Student learning activity

Students use photos to ask historical questions about the past.

- The activity is designed to introduce students to photos as historical records of people, places and events in the past.
- Students examine photos from the State Library of NSW to find out about what life was like in the past.
- They compare life in the past to life in the present by considering that some things change over time and some things stay the same.
- Students explore different points of view in the photographs.

Activity 1: Asking historical questions

Ask students to examine each photo, think and discuss

- Who is in the photo?
- What are they doing?
- Why are they doing it?
- What is their story (or perspective)?

What can we learn about the lives of people from the past from old photos? What stories do they tell?
This photo was taken outside the Mitchell Library in Sydney in 1928. Murray the Magician is entertaining a crowd of people. He is tied up and hanging upside down. Murray is trying to get out of a straitjacket.

This photo was taken on Bondi beach in 1936. The people are performing the popular entertainment called ‘Beach-o-batics’. The gymnastics on the sand were performed by members of the local Men’s Gymnastic Club. 
This photo is of a couple sitting on a painted model of the moon. It was taken in 1927 at Luna Park in Melbourne. The word ‘luna’ means moon. [http://www.acmssearch.sl.nsw.gov.au/search/itemDetailPaged.cgi?itemID=393973](http://www.acmssearch.sl.nsw.gov.au/search/itemDetailPaged.cgi?itemID=393973)
This is a photo of Felix Nadar in the basket of a hot air balloon. In 1858 he became the first person to take photos from high in the air. They were photos of Paris from a hot air balloon.
These children are performing a maypole dance at a fair at Port Macquarie in 1924. Maypole dancing was very popular in the old days. Each child would hold a coloured ribbon that was attached to a central pole. They would dance around the pole and around each other. This would cause the ribbons to make colourful patterns.
Activity 2: Important events in your life

Ask students to

- Draw or bring to class a favourite photo that shows an important event in their life.
- Have a discussion with another person in the class. Ask them, ‘How old were you in the photo?’ ‘Where were you?’ ‘What were you doing?’
- Tell another person why they chose this photo.
- Explain to the other person why this photo is important.
- Use oral, graphic, written or role play forms to tell a story about what they were doing in the photo.

Explain that

- Different people have different memories and stories of events in their life (perspective).
- They will use the terms then and now; past and present.
## Background notes for teachers

### Every picture tells a story

People like photos because they help us remember people, places and events from a long time ago.
Photos can tell stories about what happened in the past without using words.
But a photo without words can also give us the wrong message.
When words and pictures work together they can tell wonderful stories.

Have you ever seen an old photo of someone in your family and asked, ‘I wonder who that is?’, ‘I wonder what they were doing?’, ‘I wonder where they were?’

Each of these photos tells a story about things people liked to do in the past.

Look carefully at each photo.

What do you think they were doing when the photo was taken?

## NSW Syllabus for the Australian Curriculum History K - 10

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<tr>
<th>Outcomes</th>
<th>Historical Skills</th>
<th>Historical concepts</th>
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<tr>
<td>HTe-1 communicates stories of their own family heritage and the heritage of others</td>
<td><strong>Comprehension: chronology, terms and concepts</strong></td>
<td><strong>Continuity and change</strong></td>
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<tr>
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<td>• distinguish between the past, present and future (ACHHS016)</td>
<td>• some things change over time and others remain the same</td>
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<td>HTe-2 demonstrates developing skills of historical inquiry and communication</td>
<td><strong>Use of sources</strong></td>
<td><strong>Perspectives</strong></td>
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<td>• explore and use a range of sources about the past (ACHHS018)</td>
<td>• people from the past will have different views and experiences</td>
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<td>• identify and compare features of objects from the past and present (ACHHS019) <strong>Explanation and communication</strong></td>
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|          | • develop a narrative about the past (ACHHS021)  
• use a range of communication forms (oral, graphic, written, role play) and digital technologies (ACHHS022) |                     |

**Learning across the curriculum**

- Literacy