

# Personal and Family Histories

Aligned with the Australian National Curriculum



**Section 1:**  
**My Family**

**Section 2:**  
**Family Structures**

**Section 3:**  
**Celebrating Past Events**

**Section 4:**  
**Family Stories From The Past**



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# Teachers' Notes

*Personal and Family Histories* is written for students living in Australia who are studying History in Kindy and Pre-Primary. This teacher-friendly resource encourages students to develop their historical knowledge and understanding, and demonstrate historical skills. The book is divided into four comprehensive sections which connect to the National Curriculum.

Section One requires students to think about their own family. They are asked to identify members of their family and start to understand how each family member is related. They are also encouraged to recognise that people in their family may have been born and raised in different places around the world.

Section Two focuses on different types of families. It helps students to understand that not all families are the same, but all families are of equal value. It introduces terms such as 'nuclear', 'only child', 'adoptive', 'extended' and 'blended'. It makes students aware of the family structure which is unique to Aboriginal and Torres Strait Islander Peoples.

Section Three explores why the students celebrate certain days in the year. It also looks at the ways in which they celebrate these special days. 'Welcome to Country' ceremonies are examined in some detail.

The final section of the book looks at how we know about the past and how each student can find out about his/her family's past.

At the beginning of each section in the book are detailed Teachers' Notes which comment on every activity sheet. These notes suggest ways of introducing each activity, provide answers, list useful websites and outline possible extension activities. Every effort has been made to make each activity sheet visually appealing so that the students find the work accessible and interesting.

Students will learn through cutting and pasting, drawing, circling, highlighting, creating, writing, asking questions, comparing, sequencing, finding sources, matching, examining sources and labelling.

# National Curriculum Links

## **HISTORICAL KNOWLEDGE AND UNDERSTANDING**

**ACHHK001:** Who the people in their family are, where they were born and raised and how they are related to each other

- identifying the different members of a family, (for example mother, father, caregiver, sister, brother, grandparent, aunty, uncle, cousin) and creating simple family trees with pictures or photographs (if possible using ICT) to show the relationship between family members
- naming family members, finding out where they were born and raised and placing their photographs, drawings and names on a classroom world map

**ACHHK002:** The different structures of families and family groups today, and what they have in common

- considering a range of family structures, (for example nuclear, only child families, large families, single parent families, extended families, blended, adoptive parent, grandparent families) as well as kinship groups, tribes and villages
- using images and stories to identify similarities and differences between students' families and those of other children (in their class and in stories about children in other places, e.g. the countries of Asia)
- exploring family structures of Aboriginal and Torres Strait Islander Peoples, e.g. where children belong to extended families in which there are specific roles and responsibilities to ensure safety and wellbeing

**ACHHK003:** How they, their family and friends commemorate past events that are important to them

- making a calendar of commemorative events that students, their family and friends celebrate, for example birthdays, religious festivals (such as Easter, Ramadan, Buddha day, feast of Passover, family reunions and community commemorations (NAIDOC week and ANZAC Day) and discussing why they are important
- discussing 'Welcome to Country' and recognising that the country, place and traditional custodians of the land or sea are acknowledged at ceremonies and events as a mark of respect

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

- engaging with the oral traditions, painting and music of Aboriginal and Torres Strait Islander Peoples and recognising that the past is communicated through stories passed down from generation to generation
- sharing the story of an object from home, describing its importance to the family, e.g. photographs, old toys, statues, medals, artwork, jewellery and creating a class museum
- recognising that stories of the past may differ depending on who is telling them, e.g. listening to stories about the same event related by two different people (such as mother and grandmother)

## **HISTORICAL SKILLS**

**ACHHS015:** Sequence familiar objects and events

- ordering significant personal events or milestones using photographs or drawings, e.g. walking, talking, the birth of a sibling, moving house, an illness, an achievement, first day of school

**ACHHS016:** Distinguish between the past, present and future

- using simple terms to denote time when students talk about 'now', 'yesterday', 'today', 'tomorrow'

**ACHHS017:** Pose questions about the past using sources provided

- inquiring from members of their families where they were born or raised
- posing questions about artefacts, for example 'Is it old or new?', 'What was it used for?'

**ACHHS018:** Explore a range of sources about the past

- identifying relevant features of photographs of family and friends
- describing interesting features of an object and photographs connected to the past

**ACHHS019:** Identify and compare features of objects from the past and present

- comparing objects from the past with those of the present using 'older', 'newer'

**ACHHS021:** Develop a narrative about the past

- retelling a story about a significant event a student's family celebrates or commemorates, e.g. birthdays, weddings, christenings, religious festivals
- relating a story about their own life or describing an event they have experienced (orally or through pictures and photographs)

## Section 1

## My Family

or two places on the map – this number will vary depending on age and ability.

- As an extension activity you could create a class map using the information from the students' activity sheets.

### **My Family Shield (page 16)**

- Shields can be discussed and displayed so that children understand that not all families are the same.

### **A Special Family Member (page 17)**

- Students will need a thick lead pencil to record fingerprints. They should create a large smudge on a piece of paper with a lead pencil, then press the tip of the finger into the smudge. They should then press the marked fingertip onto the activity sheet. There are generally three different types of fingerprints. They may be interested to see which type they are.



**Loop**



**Arch**



**Whorl**

### **My Family Kite (page 18)**

- Students can colour their family kites if they wish.

#### Suggested Additional Activities For Section One

- Students could create their family out of Plasticine.
- Students could make a 'my family shoebox'. Each student should fill a shoebox with objects or photographs which are symbolic of each person in his/her family.
- Create a picture graph to display in the classroom which records how many people are in each child's family.
- Ask the students to draw around one of their hands on a piece of card. They can then cut out the shape. On each finger they can write the name of a family member. If they want to include more family members they can draw around both of their hands. This activity could be entitled *My Family In Five* or *My Family In Ten*.

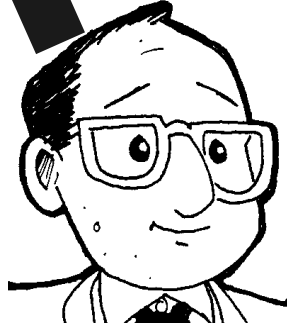


A family is made up of lots of different people.

☐ Circle or colour the people below who are in your family.



mother (mum)



father (dad)



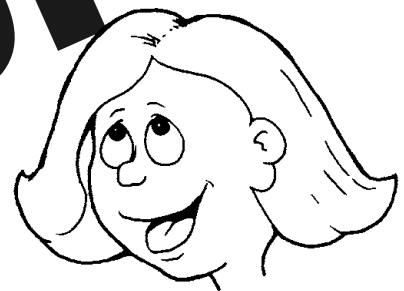
brother



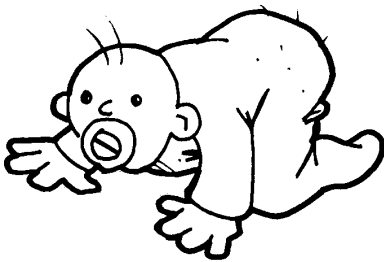
sister



step-brother



step-sister



baby



grandmother



grandfather



aunty



uncle



cousin

## Activity

## Indigenous Family Structures And Roles 2



Men do different work than women in Indigenous clans.

☐ Match the pictures to the roles.

Men hunt large animals.

Men make weapons  
for hunting and  
produce tools.

Women make baskets,  
mats and string.

Women gather plants,  
seeds and insects.



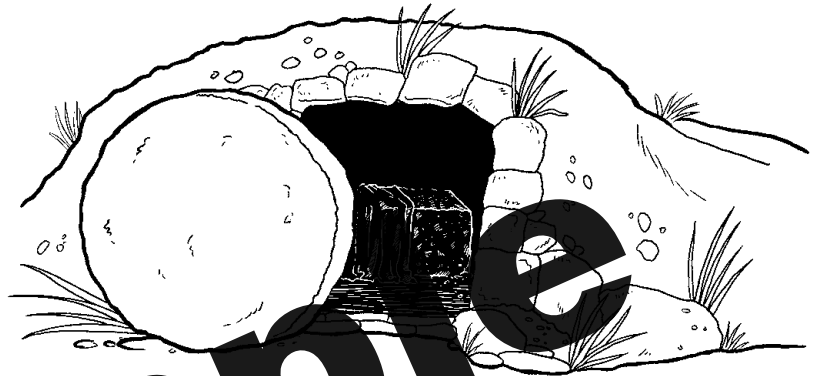
## Activity

## Easter 1



Easter celebrates a past event.  
The event is Jesus Christ rising from the dead.

- ☐ Use the pictures to tell the Easter story.



This year Easter Sunday is on: \_\_\_\_\_

- ☐ Draw what you eat on Easter Sunday. Explain why.

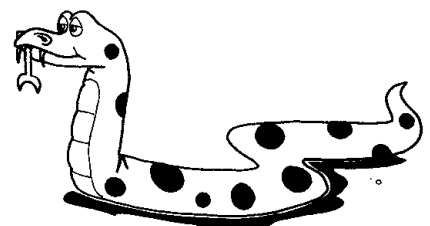
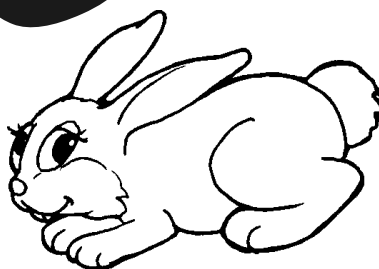
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- ☐ Colour who hides the chocolate eggs at Easter.



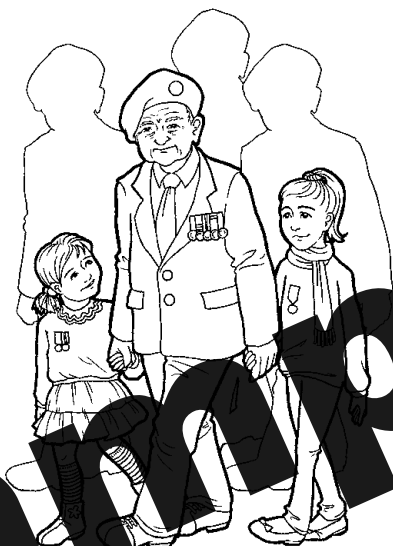
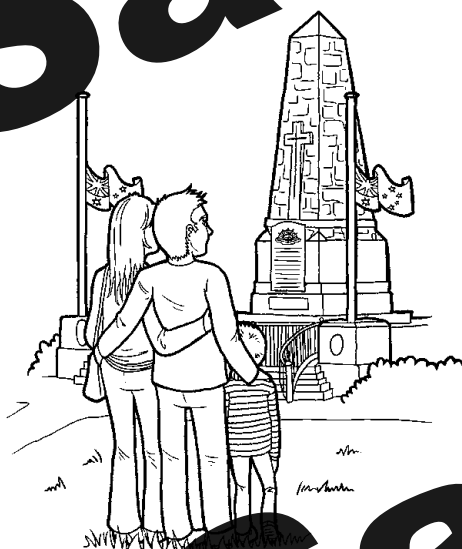
## Activity

## ANZAC Day 2



ANZAC Day celebrates a past event – all soldiers who have fought in wars around the world.

- ☐ Explain the ways in which people are celebrating ANZAC Day in each picture. Colour the one that shows how you celebrate ANZAC Day.



- ☐ Where is your local war memorial?

- ☐ Soldiers who have fought in wars often receive a medal for being brave. Draw a special medal in the box that you think an ANZAC would like to wear.



- ☐ Tell the class about a time when you have been brave like an ANZAC.