



NSW Syllabus: History K–10 | **Stage:** Stage 1 (Years 1–2)

About this resource

A gentle first introduction to the idea of historical significance, exploring how people, technology and communities change over time.

Curriculum outcomes addressed

- **HT1-1** — communicates an understanding of change and continuity in family life using appropriate historical terms
- **HT1-2** — identifies and describes significant people, events, places and sites in the community over time
- **HT1-4** — demonstrates skills of historical inquiry and communication

Key inquiry question

How do we know when someone has done something important enough to be remembered?

Exercise 1: Important People We Know (Classroom — Pre-Visit)

Format: Classroom-based | 15 minutes

1. As a class, talk about people students think are important — this could include family members, community helpers, or famous people.
2. Discuss: Why do we remember some people more than others?
3. Introduce the idea that museums and galleries help us remember important people.

Exercise 2: Who Is This Person? (Excursion — In-Venue)

Format: Excursion-based | Simple worksheet with drawing space

Choose one figure to explore with a grown-up's help.

1. Draw what this person looks like.

2. What do you think this person is famous for?
3. Circle the word that best describes how you think people felt about them:
happy, proud, excited, amazed.

Exercise 3: My Important Person (Classroom — Post-Visit)

Format: Classroom-based | 1 lesson

1. Draw a picture of your favourite person from the visit.
2. With help, write one sentence about what they are known for.
3. Share your picture and sentence with the class.

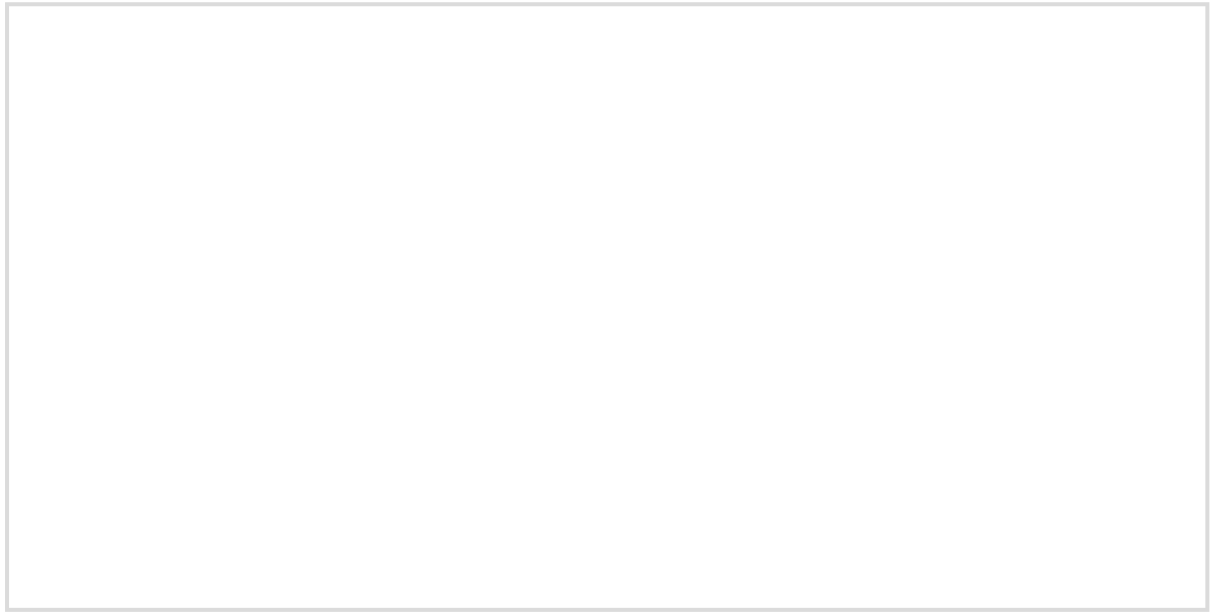
Teacher note: This resource is designed to be delivered with strong teacher scaffolding and can be adapted for verbal/oral responses for emerging writers.

Exercise 2: Who Is This Person?

Name: _____ Date: _____

Choose one figure to explore with a grown-up's help.

1. Draw what this person looks like.



2. What do you think this person is famous for?

3. Circle the word for how you think people felt about them:

happy proud excited amazed

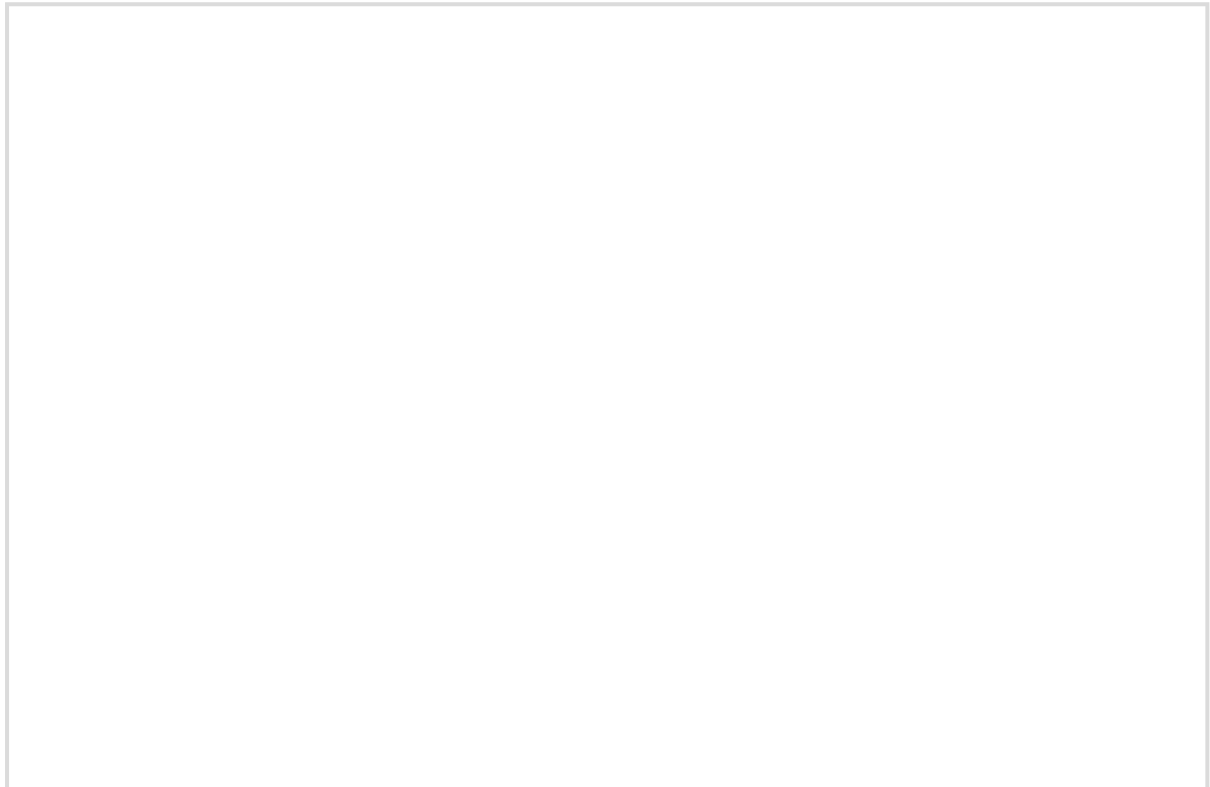
Madame Tussauds

Exercise 3: My Important Person

Name: _____ Date: _____

Think about your favourite person from the museum visit.

1. Draw a picture of your favourite person from the visit.



2. With help, write one sentence about what they are known for.

3. Share your picture and sentence with the class.

Madame Tussauds