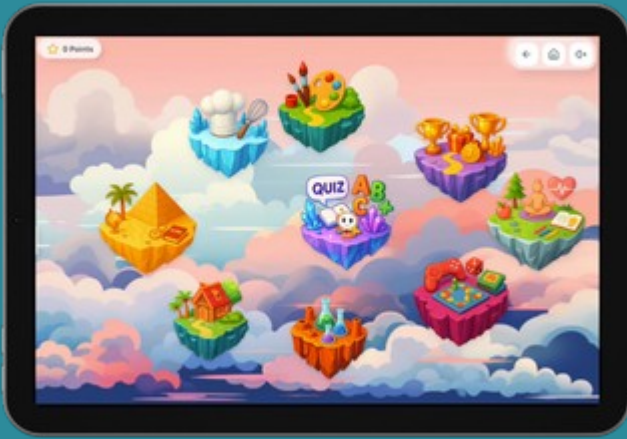


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Home Technology Time Machine - Year 2

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Teacher overview

Purpose

Year 2 HASS: investigate how tools change home routines, work, travel and communication. Technology includes manual tools. A change can create both benefits and difficulties; access, cost, skills and circumstances differ.

Essential questions

Does a faster device always improve life for everyone? How can we compare two technologies fairly? Keep the purpose and criteria the same and use relevant source details.

Success criteria

Ask an evidence question; collect a useful record; compare changed and continuing features; report a viewpoint fairly; draw a supported conclusion and name a limit; explain a sensible response to a fictional condition changes.

Assessment

Explain change in two different contexts, one benefit, one difficulty and evidence from contrasting sources. Two washing tools alone are one home context. Use the evidence plan, explanation record, rubric and earlier learning records together.

Source types

C1–C14 are original illustrative examples, including fictional shop records and a fictional park. C15/C16 and Nina/Lee/Sam/Jo are fictional teaching accounts, not interviews. Lesson 3 also contains an attributed real museum photograph. Separate a source detail, an inference and an unknown.

Ten complete lesson presentations

Files and topics

01. Technology is a tool

Home Technology Time Machine – Year 2 – Lesson 01 – Presentation.pptx

02. Questions about change

Home Technology Time Machine – Year 2 – Lesson 02 – Presentation.pptx

03. Home routines

Home Technology Time Machine – Year 2 – Lesson 03 – Presentation.pptx

04. Working lives

Home Technology Time Machine – Year 2 – Lesson 04 – Presentation.pptx

05. Getting around

Home Technology Time Machine – Year 2 – Lesson 05 – Presentation.pptx

06. Sending messages

Home Technology Time Machine – Year 2 – Lesson 06 – Presentation.pptx

07. Different experiences

Home Technology Time Machine – Year 2 – Lesson 07 – Presentation.pptx

08. Technology case file

Home Technology Time Machine – Year 2 – Lesson 08 – Presentation.pptx

09. Explain and defend

Home Technology Time Machine – Year 2 – Lesson 09 – Presentation.pptx

10. Thoughtful future choices

Home Technology Time Machine – Year 2 – Lesson 10 – Presentation.pptx

How to use the decks

Each separate 12-slide deck includes cover, learning focus, retrieval, vocabulary, model/source teaching, guided investigation, individual record, deeper question, reflection and closing. The separate 24-slide quiz includes accessible instructions, ten question/explanation pairs and reflection.

Eight-session route – sessions 1-4

Timing

Eight meetings of 60 minutes; schedule them flexibly. All ten planned lessons remain available as separate complete decks. For combined sessions, select the indicated teaching slides and use one introduction and one close.

Session 1: lessons 1 and 2

8 min spoon/tool retrieval; 12 min purpose and observations (L1 slides 4–7; L2 slides 4–7); 25 min four-card purpose sort and two washing-sources questions; 10 min explain one choice and helpful evidence source; 5 min exit question. Use selected items of W01/W02 as one comparison record. Refer to both purposes and inquiry evidence.

Session 2: lesson 3

Use the full 60-minute Home routines plan. Compare C1/C2, Nina/Lee and the real museum object. Complete W03: retain a source detail, a change and a continuing need.

Session 3: lesson 4

Use the full Working lives plan and W04. Match the same stock counts, compare recording/editing tools and explain an effect for a worker.

Session 4: lesson 5

Use the full Getting around plan and W05. Keep broad order unscaled; explain continuing use, access and an unknown.

Eight-session route – sessions 5-8

Session 5: lesson 6

Use the full Sending messages plan and W06. Compare the same greeting purpose; retain requirements, a useful feature and access reasoning.

Session 6: lesson 7

Use the full Different experiences plan and W07. Read both fictional viewpoints fairly. Collect benefit, difficulty and limitation evidence. Use a short Evidence Trail turn for review if time permits.

Session 7: lesson 8

Use the full Technology case file plan, W08 and assessment evidence plan. Check two different contexts, source IDs, one benefit, one difficulty and contrasting sources. Retain earlier record; avoid creating a second project.

Session 8: lessons 9 and 10

8 min retrieve on same criteria; 12 min model evidence/limits (L9 slides 5–7) and condition choice (L10 slides 4–7); 25 min small-group explanations with teacher conferences using A1 and R1; 10 min changed-condition response using selected W10 prompts; 5 min source-based reflection. Use W09 as rehearsal support if needed. Complete essential assessment by this meeting.

Eight-session route – sessions 5-8 – continued

Keep the assessment equivalent

Use one oral, drawn, selected-symbol, scribed or recorded explanation plus earlier evidence. Do not require two public presentations. The optional quiz can be used as retrieval during meetings or a later review; it does not replace the two-context explanation.

PREVIEW

Preparation, access and safe teaching

Prepare

Print needed resources. Cut case cards and challenge cards before play. For the first sort, write four need headings: communication, play, finding a place, clean clothing; these are also W01 word choices. Retain pupil questions and records across lessons. Display D1 Key Ideas and D2 Technology in our lives.

Equivalent ways to respond

Read sources aloud, enlarge cards, reduce a choice set and cover a portion or adult scribe. Pupils may speak, draw, point, gesture, select pictures/symbols or use a communication board/device. Judge the idea and evidence, not handwriting, confidence, artistic features or support needs.

Stretch the reasoning

Ask which source supports a claim, what remains unknown and what new information could change a conclusion. Change one fictional condition and ask for a reason, new choice. More writing is not the extension goal.

Safe, private classroom cases

Use pictures and pretend records. Do not operate laundry appliances, handle old electrical equipment, make calls, post letters, buy tools or use live shop accounts. A safe spoon or large picture is sufficient. No family disclosures, addresses, login details or real travel-route data are required.

Preparation, access and safe teaching – continued

Time language

Earlier/later order lines are not measured timelines. Do not invent dates or journey minutes. Earlier tools can continue after a new tool appears. One example cannot prove that every person used or benefited from a device.

PREVIEW

Lesson 1: Technology is a tool

Learning goal

I can explain the need that a tool meets.

Prepare

D1, C1–C8, W01, safe spoon or large picture of one; no appliance handling.

Teaching model

Technology means tools people design to meet a need. A spoon helps us eat. It works without electricity.

60-minute sequence

8 min spoon retrieval; 12 min model purpose and manual technology; 25 min guided then independent picture sort; 1 min explain a choice and ask a question; 5 min exit check.

Use the presentation

Slides 2–4 introduce the focus, retrieve and teach words; slides 5–7 show and explain the model; slides 8–9 guide the task and learning record; slide 10 asks for deeper reasoning; slide 11 reflects. Use the stated source cards and worksheet; do not show answers before the pupil record.

Evidence and next teaching

Listen for purpose beyond digital devices. Accept play, communication, navigation and washing classifications with relevant reasons. Save one pupil question.

Lesson 1: Technology is a tool – continued

Support and extension

Reduce to four large cards and offer two need headings. Read aloud and use picture selection, gestures or a communication board. Extend by justifying a second purpose.

PREVIEW

Lesson 2: Questions about change

Learning goal

I can ask a question that evidence can help answer.

Prepare

C1, C2, D2, W02; original illustrations only. View pictures without using laundry equipment.

Teaching model

The tub picture shows hand scrubbing. The automatic-machine picture shows a different tool. Neither illustration tells us the exact time taken or who did all the work.

60-minute sequence

8 min notice two scenes; 12 min model observation versus unknown; 25 min paired noticing then independent questions; 10 min choose a helpful source; 5 min exit question.

Use the presentation

Slides 2–4 introduce the focus, retrieve and teach words; slides 5–7 show and explain the model; slides 8–9 guide the task and learning record; slide 10 asks for deeper reasoning; slide 11 reflects. Use the stated source cards and worksheet; do not show answers before the pupil record.

Evidence and next teaching

A useful question connects to time, effort or people and identifies evidence that could help. Record observations separately from guesses.

Lesson 2: Questions about change – continued

Support and extension

Offer “How much effort ...?” and “Who ...?” starters and two picture choices.

Adult scribing is equivalent. Extend by explaining why one picture cannot show all families.

PREVIEW

Lesson 3: Home routines

Learning goal

I can explain one change and one continuing need.

Prepare

C1, C2, fictional Nina/Lee accounts, permitted Museums Victoria photograph, W03. Adults handle all laundry equipment outside this lesson.

Teaching model

Fictional accounts: Nina scrubs clothes in a tub. Lee loads a machine and then hangs the washing. The tool changes some work; both people still need clean clothing.

60-minute sequence

8 min revisit a question; 12 min compare source types and model change/continuity; 25 min support then independent comparison; 10 min source-based explanation; 5 min exit ticket.

Use the presentation

Slides 2–4 introduce the focus, retrieve and teach words; slides 5–7 show and explain the model; slides 8–9 guide the task and learning record; slide 10 asks for deeper reasoning; slide 11 reflects. Use the stated source cards and worksheet; do not show answers before the pupil record.

Evidence and next teaching

Check that the explanation links a change in the task to evidence and retains the continuing need. A machine may reduce hand scrubbing but sorting/loading/hanging remain in the case.

Lesson 3: Home routines – continued

Support and extension

Read accounts aloud, offer changed/same picture headings and let pupils dictate or use symbols. Extend with a question about an unknown cost or access difference.

PREVIEW

Lesson 4: Working lives

Learning goal

I can explain how a recording tool affects a worker.

Prepare

C9, C10, W04; counters or large block pictures for a pretend stock count. No live shop system or pupil accounts.

Teaching model

Fictional toy-shop records: paper and screen each list four red blocks and six blue blocks. Sam crosses out old paper numbers. Jo enters screen numbers; without power Jo uses paper.

60-minute sequence

8 min stock-record purpose; 12 min model matching counts and criteria; 25 min compare pretend records; 1 min explain worker/customer effects; 5 min exit question.

Use the presentation

Slides 2–4 introduce the focus, retrieve and teach words; slides 5–7 show and explain the model; slides 8–9 guide the task and learning record; slide 10 asks for deeper reasoning; slide 11 reflects. Use the stated source cards and worksheet; do not show answers before the pupil record.

Evidence and next teaching

Collect the comparison table and pupil question. The same quantities appear in both records; a device does not guarantee accuracy. Accept different supported consequences.

Lesson 4: Working lives – continued

Support and extension

Use counters, two short read-aloud accounts and a scribe. Extend by changing the fictional stock count and explaining why both record types need checking.

PREVIEW

Lesson 5: Getting around

Learning goal

I can compare journeys and use earlier and later carefully.

Prepare

C11–C13, W05; tabletop cards only. Illustrative travel scenes are not real route or timing data.

Teaching model

Illustrative transport scenes show walking, a horse-drawn coach and a train. Walking and horse transport existed before trains, but earlier ways continue. No exact journey time is supplied.

60-minute sequence

8 min same-purpose retrieval; 12 min model building time order and continuing use; 25 min sequence and comparison journey conditions; 10 min evidence/unknown explanation; 5 min exit check

Use the presentation

Slides 2–4 introduce the focus, retrieve and teach words; slides 5–7 show and explain the model; slides 8–9 guide the task and learning record; slide 10 asks for deeper reasoning; slide 11 reflects. Use the stated source cards and worksheet; do not show answers before the pupil record.

Evidence and next teaching

Look for a labelled unscaled order, continuing older use, a supported difference and an explicit unknown. Reject invented exact times or universal access.

Lesson 5: Getting around – continued

Support and extension

Offer two scenes at a time, tactile order positions and read-aloud labels.

Extend by explaining why a nearby station or suitable route affects access.

PREVIEW

Lesson 6: Sending messages

Learning goal

I can explain a communication change and an access limit.

Prepare

C3, C4, C14, W06; pretend paper letter and unplugged picture phone. No live calls, routes, logins or personal contact details.

Teaching model

Letter, corded home phone and video call can all carry a message. They have different requirements; a newer service does not make other forms disappear.

60-minute sequence

8 min message-purpose retrieval; 12 min model requirements/order; 25 min timeline and fair comparison; 10 min discuss access differences; 5 min justified choice.

Use the presentation

Slides 2–4 introduce the focus, retrieve and teach words; slides 5–7 show and explain the model; slides 8–9 guide the task and learning record; slide 10 asks for deeper reasoning; slide 11 reflects. Use the stated source cards and worksheet; do not show answers before the pupil record.

Evidence and next teaching

Check broad order, continuing older forms and a relevant access limitation. Different supported tool choices are valid; video is not automatically best.

Lesson 6: Sending messages – continued

Support and extension

Read the three short cases, use symbol choices or a communication device and offer adult scribing. Extend by changing the fictional connection or delivery circumstances.

PREVIEW

Lesson 7: Different experiences

Learning goal

I can compare two viewpoints and explain a difference.

Prepare

C15, C16, D2, W07, G1. All viewpoints are fictional; no personal disclosure or judgement of families.

Teaching model

Fictional Maya likes seeing a cousin on a video call. Fictional Amir says the connection drops out and letters work better. These accounts show different circumstances, not real interviews.

60-minute sequence

8 min fair-comparison retrieval; 7 min model contrasting viewpoints; 25 min paired case discussion and recording; 5 min benefit/difficulty/unknown explanation; 5 min exit/imitation.

Use the presentation

Slides 2–4 introduce the focus, retrieve and teach words; slides 5–7 show and explain the model; slides 8–9 guide the task and learning record; slide 10 asks for deeper reasoning; slide 11 reflects. Use the stated source cards and worksheet; do not show answers before the pupil record.

Evidence and next teaching

Look for accurate reporting of both viewpoints and a reason linked to connection or use. The unresolved question must go beyond repeating a card.

Lesson 7: Different experiences – continued

Support and extension

Offer picture/symbol views, partner-supported choices, gestures or a scribe.

Extend by asking what additional source could help investigate a missing perspective.

PREVIEW

Lesson 8: Technology case file

Learning goal

I can explain effects in two different parts of daily life.

Prepare

All case cards, prior W01–W07, W08, A1 planning page. Use existing evidence rather than making a second project.

Teaching model

A strong case file joins a claim with sources and effects. Home washing and communication are two different contexts; two washing pools alone are still one context.

60-minute sequence

8 min identify contexts; 12 min model claim/source/effect; 25 min independent two-context draft with guided support; 10 min source check and proposed response; 5 min reflect.

Use the presentation

Slides 2–4 introduce the focus, retrieve and teach words; slides 5–7 show and explain the model; slides 8–9 guide the task and learning record; slide 10 asks for deeper reasoning; slide 11 reflects. Use the stated source cards and worksheet; do not show answers before the pupil record.

Evidence and next teaching

Collect two-context draft with relevant source IDs. Check benefit, complication, contrasting views and an evidence limitation before final conferences.

Lesson 8: Technology case file – continued

Support and extension

Use two preselected context sets and an oral-to-adult record. All response modes show the same reasoning. Extend by explaining why an additional source could change the conclusion.

PREVIEW

Lesson 9: Explain and defend

Learning goal

I can explain my case and answer an evidence question.

Prepare

W08, W09, A1 pages 1–2, R1, selected earlier records/cards. Conference privately in small groups or with an adult; no public-speaking requirement.

Teaching model

Final evidence combines the pupil's records with a short supported conference. The explanation needs two contexts, one benefit, one complication and contrasting sources.

60-minute sequence

8 min criteria retrieval; 12 min model evidence and limits; 25 min small-group explanations or accountable recorded responses; 10 min teacher conference evidence; 5 min reflection.

Use the presentation

Slides 2–4 introduce the focus, retrieve and teach words; slides 5–7 show and explain the model; slides 8–9 guide the task and learning record; slide 10 asks for deeper reasoning; slide 11 reflects. Use the stated source cards and worksheet; do not show answers before the pupil record.

Evidence and next teaching

Score understanding, evidence/process, explanation/application and reflection/responsibility. Combine individual conference with earlier records. Support needs and handwriting do not determine the level.

Lesson 9: Explain and defend – continued

Support and extension

Allow drawing, gestures, picture selection, communication boards/devices, scribing or short recordings. Extend through an evidence limitation and transfer to a changed fictional circumstance.

PREVIEW

Lesson 10: Thoughtful future choice

Learning goal

I can use evidence to choose a tool for a fictional need.

Prepare

W10, C3, C4, C14–C16; pretend message materials. No live accounts, purchases, calls or posting.

Teaching model

A fictional class wants to greet a partner class. Its connection is unreliable, and the greeting need not arrive today. A proper letter is a justified choice; other choices need reasons tied to the conditions.

60-minute sequence

8 min evidence retrieval; 12 min model condition choice; 25 min fictional application and changed conditions; 20 min explain people/effects; 5 min reflection.

Use the presentation

Slides 2–4 introduce the focus, retrieve and teach words; slides 5–7 show and explain the model; slides 8–9 guide the task and learning record; slide 10 asks for deeper reasoning; slide 11 reflects. Use the stated source cards and worksheet; do not show answers before the pupil record.

Evidence and next teaching

Look for a choice tied to the given need, a relevant source, a plausible consequence and a limit. Accept alternatives that address access/timing/communication conditions.

Lesson 10: Thoughtful future choice – continued

Support and extension

Offer two familiar tool pictures, partner choices and oral-to-adult response. Extend by changing one condition and defending a different choice.

PREVIEW

Evidence Trail – teacher guide

Prepare and play

Use G1 rules, mat, eight challenge cards and the relevant C1–C16 cards. Groups of 2–4 use a large counter or point. For each chosen challenge, follow Notice, Ask, Compare, Explain, Apply, Reflect. Prompt a source detail, a helpful question, a fair comparison, a supported effect/choice and an unknown. No timer, race or score. Finish together when everyone has contributed.

Challenge 1 – C5

A wooden push toy is technology designed for play. It works without a screen. A useful unknown is how a particular person used it; the illustrative card cannot establish all experience.

Challenge 2 – C1/C2

Hand scrubbing changes to some machine washing. Clean clothing remains needed. The pictures do not give exact time, cost or who did every task. Ask how effort changed and what further source could help.

Challenge 3 – C9/C10

Both current records show four red blocks and six blue blocks. The recording/editing method changes. Jo needs a working device and uses paper without power. Both workers must check accuracy.

Challenge 4 – C11–C13

Walking and horse transport were used before trains; older ways continue. The scenes show different routes, effort and access requirements, not exact journey times or equal access everywhere.

Evidence Trail – reasoning guide

Challenge 5 – C3/C4/C14

Keep the greeting purpose and criteria the same. A letter can be read later but requires postal transport. A working landline carries voices. A video call can show faces but needs compatible devices and a connection. A justified choice depends on the fictional need.

Challenge 6 – C15/C16

No, faster does not help everyone equally. Maya values seeing a cousin; Nior describes connection trouble and prefers letters. These are contrasting fictional accounts. They do not show everyone else's experience.

Challenge 7 – C7/C8

Paper can show places without a device; readers still need to interpret it. Digital maps require a working device and suitable access and can contain errors. Do not claim every digital map always requires internet; some can work offline.

Challenge 8 – two contexts

One model joins home washing with communication: some scrubbing effort changes, and seeing a face can help; machine cost/access or connection failure is a difficulty. Choose a safe tool for the stated conditions and point to contrasting source details.

Evidence Trail – reasoning guide – continued

Checking open responses

These are examples, not a single answer script. Accept an accurate alternative when its source detail and reasoning fit the question. Ask a respectful follow-up instead of rejecting a different choice. Reduce cards, read aloud or use supported choices while retaining the reasoning demand.

PREVIEW

Assessment and feedback

Collect the evidence

Use W01–W08 and pupil questions for inquiry/process evidence. Use the assessment evidence plan to organise two contexts. Use W09 to rehearse and the explanation record to capture the individual conference. W10 adds transfer to changed fictional conditions. Select evidence rather than asking pupils to repeat every record.

Conference prompts

What changed in each context? Which source detail supports that? What benefit and difficulty follow for people? How do contrasting source viewpoints differ? What remains unknown? What safe choice would you make if one condition changed? Allow response time and a range of communication modes.

Rubric decisions

Use Understanding, Evidence and process, Explanation and choice, Reflection and responsibility judgements. Important gaps signal missing context, unsupported evidence or unconnected effects. Sound understanding shows accurate two-context reasoning. Justified transfer explains conditions and useful limitations. Record a concrete next teaching step.

Examples and fairness

The included red answer pages provide fixed matches and model open responses. They do not demand identical sentences. A support need never lowers achievement. Give feedback such as “Name the detail that supports your claim” or “Explain how the condition affects your choice”.

Sources, credits and limits

Museums Victoria collection

Washing Machines Collection, Fiona Kinsey (2009), Museums Victoria:
<https://collections.museumsvictoria.com.au/articles/2875>. This official collection provides background for changing domestic washing work. C1/C2 are original illustrative scenes, not copied historical photographs. Their affected cards and Lesson 2 carry a truthful visible source credit.

Real object photograph

Bendix automatic washing machine, circa 1951, Item ST 26358. Museums Victoria. Image © Museums Victoria, used under CC BY 4.0, proportionate resizing only. Item/image rights were checked on the Creative Commons panel.
<https://collections.museumsvictoria.com.au/items/44562>. Source:
<https://creativecommons.org/licenses/by/4.0/>. The exact photo and visible image/licence credit appear on Lesson 3 slide and its Preview page.

What the object can establish

The museum photograph shows a surviving machine with a front door and controls. “Circa 1951” is an approximate object date, not a claim that all households owned one then. It cannot establish every person’s work, access, cost or experience.

Original and third-party material

Other scenes, maps and accounts are original fictional or illustrative teaching material. No competitor resources are reproduced. Sukindi use restrictions do not override the CC BY 4.0 rights attached to the credited Museums Victoria photograph. The presence of a credit does not imply museum endorsement.

Home Technology Time Machine

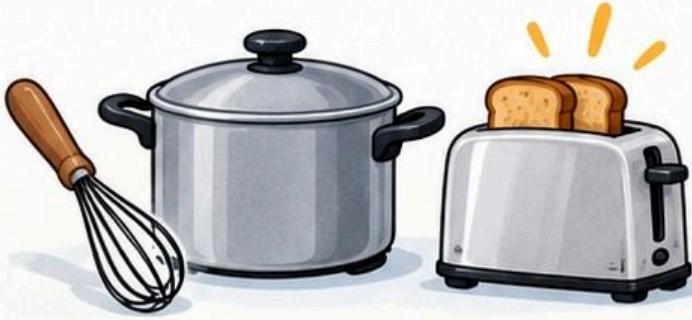
Key Ideas

Past

Present

Technology

tools designed to meet a need



Daily life

the things people do each day



Communication

sharing a message



Efficiency

doing a task with less time or effort



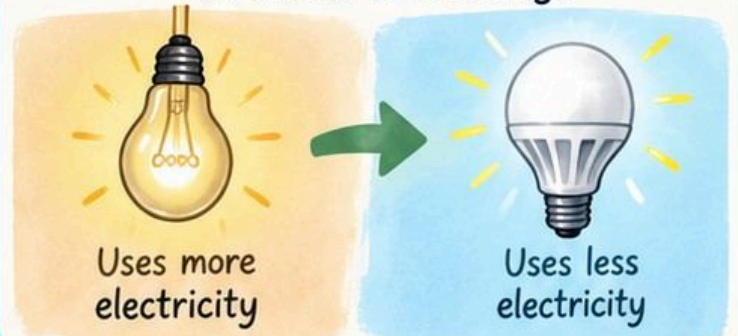
Access

being able to use a tool or service



Consequence

an effect of a change



Different people can experience a change differently.

Technology in our lives

The same device can be different for different people.

People have different experiences.



Question

Does a faster device always improve life for everyone?



Evidence

Maya likes seeing her cousin.
Noor's connection drops out.

Fictional accounts



Maya

Noor



Explanation

No. Access, cost, skills and circumstances affect the benefits and difficulties.

We do not know everyone else's experience.



Access



Cost



Skills



Circumstances

Case and Source Cards

C1 Washing by hand

The need is clean clothing.



Based on: Museums Victoria, Washing Machines Collection.
Original illustrative scenes.

C2 A washing machine

Some work changes.



Based on: Museums Victoria, Washing Machines Collection.
Original illustrative scenes.

C3 A letter

A letter needs paper, writing and postal transport. It can be read later.



C4 A video call

A video call needs compatible devices and a connection. It can show faces.



➤ Case and Source Cards ➤

C5 A wooden push toy

Illustrative example: a wooden push toy supports play without a screen.



C6 A construction set

Illustrative example: loose pieces can be joined to build different models.



C7 A paper map

A paper map represents places. It can help people find a location.



C8 A digital map

A digital map needs a device. It may lack access or contain errors.

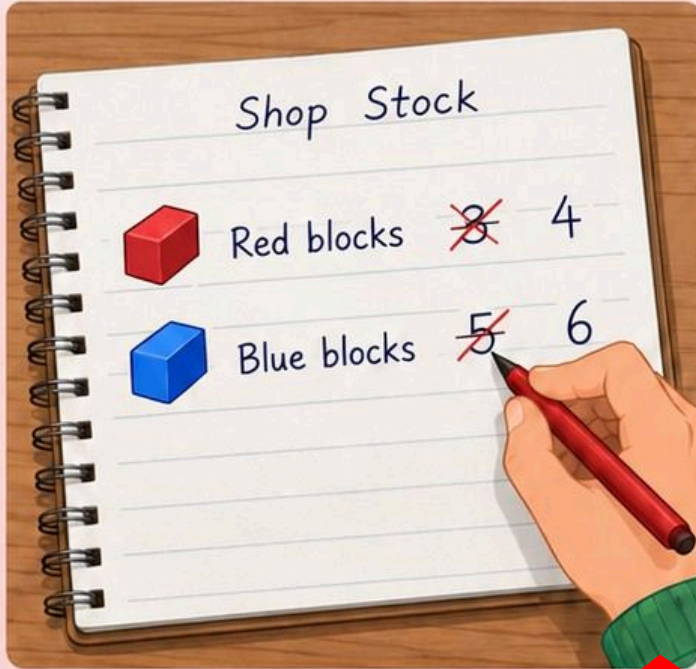


Work, Travel and Viewpoint Cards

C9

A paper stock record

Fictional shop: red blocks 4; blue blocks 6.
Sam crosses out old numbers by hand.



C10

A screen stock record

Fictional shop: red blocks 4; blue blocks 6.
Jo edits on a screen. Without power, Jo uses paper.



C11

Walking to town

Illustrative journey: a person walks and carries a bag. No exact journey is given.



C12

A horse-drawn coach

Illustrative journey: horses pull a coach on a road. People can share the ride.



Work, Travel and Viewpoint Cards

C13 Travelling by train

Illustrative journey: a train uses rails. Travellers need access to a station and service.



C14 A landline call

A corded home phone carries voices through a working phone service.



C15 Maya's viewpoint

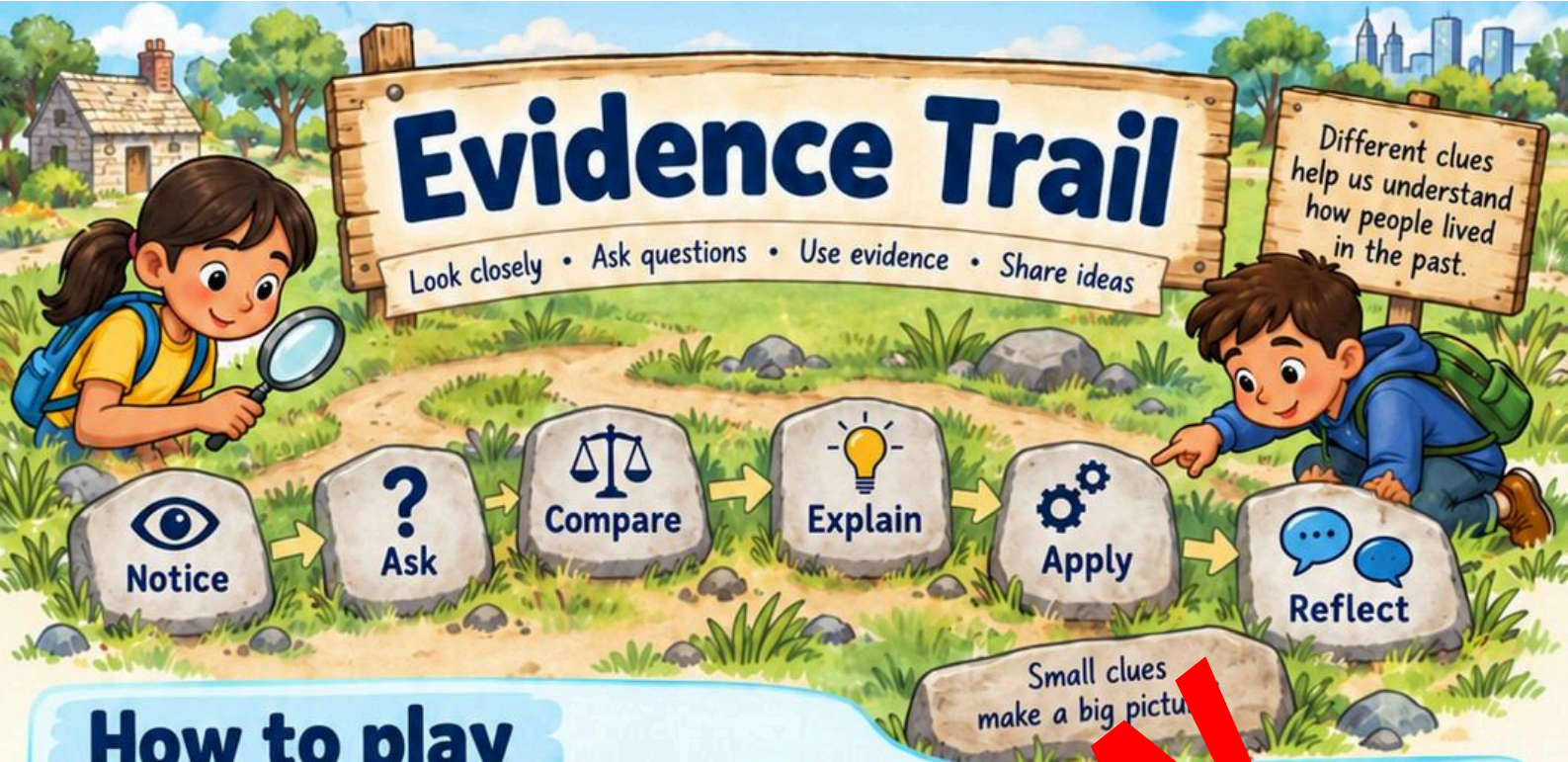
Fictional account: "I can see my cousin on a video call. It helps me feel close."



C16 Noor's viewpoint

Fictional account: "Our connection drops out. Letters work better for us."





How to play

- 1 Play in a group of 2-4.
Use a large counter or point.
- 2 Pick a challenge card and find its case card.
- 3 Move through Notice, Ask, Compare, Explain, Apply, Reflect.
A partner asks one respectful question.
- 4 Give supported responses.
- 5 Check the teacher guide.
Everyone may speak, draw, point or use supported choices. No timer or race.

A work example

- 1 Challenge 2 use C1 and C2.
Challenge 2
C1 and C2:
Name a change and an unknown.
- 2 Notice different washing tools.
"C1 shows washing by hand. C2 shows a washing machine."
- 3 Ask how effort changes.
"Which tool would be harder work to use? Why?"
- 4 Explain a change using a picture detail.
"In C1, a person rubs the clothes by hand. This would take more effort than using C2."
- 5 Finish together when every player has shared evidence.
We listened, used the pictures and shared our ideas!

Our Evidence Trail

Look closely. Think together. Discover the past.

Evidence helps us learn about people, places and events.

PEOPLE
PLACES
CHANGES
STORIES

START

1 Notice

What can I see?



2 Ask

What do I need to know?

?

3 Compare

What is alike or different?



4 Explain

Which source supports my idea?



A letter
A photo
An object
A map
A story

5 Apply

What sensible choice follows?



6 Reflect

What remains unknown?

?

FINISH



Use a challenge card.



Everyone contributes.



No speed requirement.

Evidence Trail Challenges

Look closely. Think like a historian. Use the clues. Give a clear answer.

Small clues
big ideas!

1

C5: Explain how a push toy meets a need.



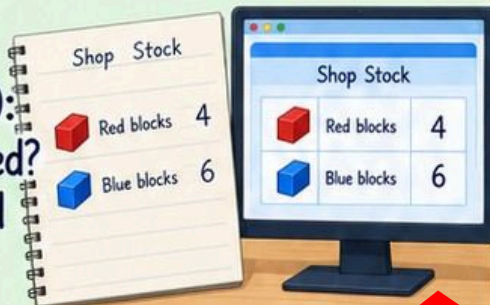
2

C1 and C2:
Name a change and an unknown.



3

C9 and C10:
What changed?
What stayed the same?



4

C11-C13:
Do each way
compare
Explain.



5

C3, C4, C14:
Compare two
message to
fairly.



6

C15 and C16:
Does faster
help everyone?
Use both
accounts.



7

C7 and C8:
Give one benefit
and one access
limit.



8

Choose two
contexts: explain
a benefit, a difficulty
and a safe choice.

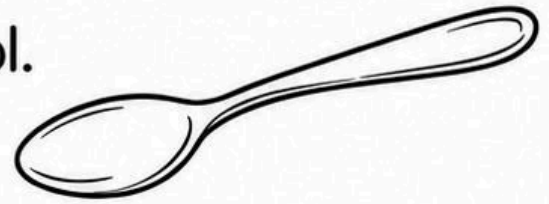


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Year 2

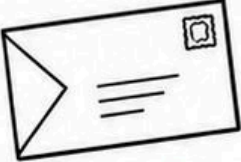
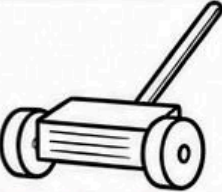
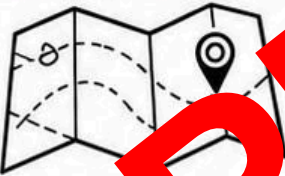
Technology is a tool. W01

- 1 Notice:** A spoon is a hand tool.
What need does it meet?



- 2 Match** each tool to a purpose.

Choices: communication • play • finding a place • clean clothing

Tool		Purpose
	letter	
	wooden push toy	
	paper map	
	washing tub	

- 3 Explain:** Choose one tool without a screen.
How does it help people?



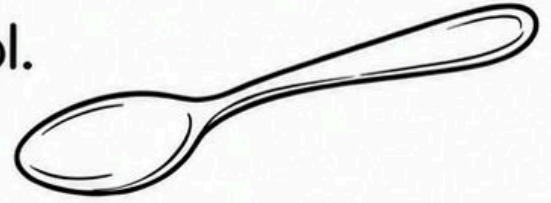
Draw, point or tell an adult.



Name: **ANSWERS** Year 2

Technology is a tool. W01

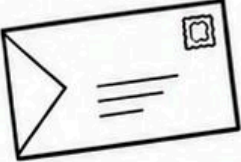
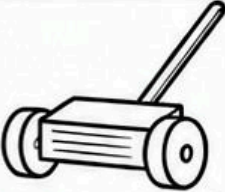
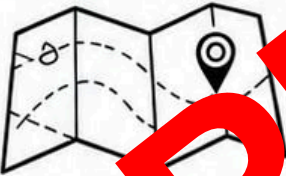
- 1 Notice:** A spoon is a hand tool.
What need does it meet?



eating

- 2 Match** each tool to a purpose.

Choices: communication • play • finding a place • clean clothing

Tool		Purpose
	letter	communication
	wooden push toy	play
	paper map	finding a place
	washing tub	clean clothing

- 3 Explain:** Choose one tool without a screen.
How does it help people?

Model: A push toy helps people play.

Other supported explanations are valid.



Draw, point or tell an adult.

Name: _____

Year 2

Questions about change. W02



1. Notice

What I can see	What I do not know

2. Ask

One question about effort:

One question about who did the work:

3. Explain

Which source could help answer one question?

These are illustrations, not dated photographs.

Questions about change. W02



1. Notice

What I can see	What I do not know
Hand scrubbing	Exact time
A washing machine	Who did every task

2. Ask

One question about effort:

How did the tool change
the effort needed?

One question about who did the work:

Who did each part
of the washing?

3. Explain

Which source could help answer one question?

Model: A real account or safe adult observation could help.
Other useful evidence questions are valid.

These are illustrations, not dated photographs.

Name: _____

Year 2 _____

Home routines. W03

Fictional accounts: Nina scrubs clothes in a tub. Lee loads a machine, then hangs the washing.
Both need clean clothes.



1. Compare C1 and C2.

	Changed	Stayed the same
C1: Nina		
C2: Lee		

2. Explain one change using a picture or account detail.

3. Consider:

One possible benefit:

One possible difficulty:

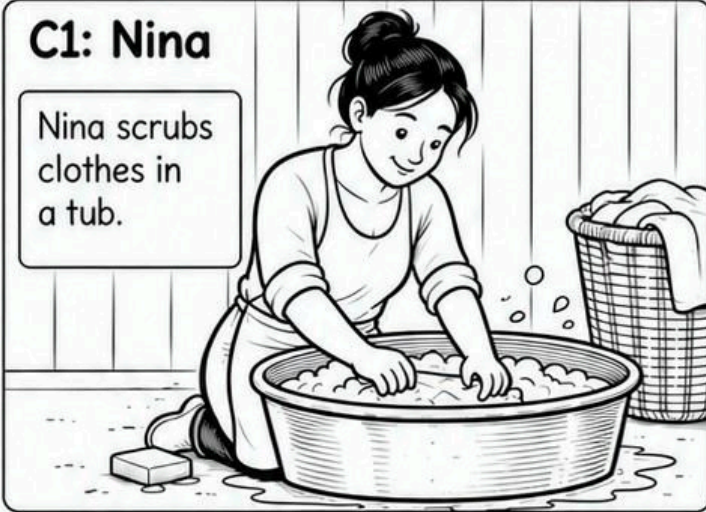
Different people may experience change differently.

Home routines. W03

Fictional accounts: Nina scrubs clothes in a tub. Lee loads a machine, then hangs the washing.
Both need clean clothes.

C1: Nina

Nina scrubs clothes in a tub.



C2: Lee

Lee loads a machine, then hangs the washing.



1. Compare C1 and C2.

	Changed	Stayed the same
C1: Nina	Hand scrubbing	Clean clothes needed
C2: Lee	Machine washing	People still work

2. Explain one change using a picture or account detail.

Model responses; other supported answers are valid.

Nina scrubs clothes by hand.

Lee loads a machine and hangs washing.

The machine changes some effort.

3. Consider:

One possible benefit:

Less hand scrubbing
may be needed.

One possible difficulty:

Cost or access to
a working machine.

Different people may experience change differently.

Fictional shop records C9 and C10 both show Red blocks: 4; Blue blocks: 6. Sam edits on paper. Jo edits on a screen; without power Jo uses paper.



Sam edits on paper.



Jo edits on a screen; without power Jo uses paper.

1. Record

	Paper record	Screen record
Red blocks		
Blue blocks		

2. Compare

What changed?

What stayed the same?

3. Explain

One benefit for a worker:

One difficulty for a worker:

A screen does not guarantee correct information.

Fictional shop records C9 and C10 both show Red blocks: 4; Blue blocks: 6. Sam edits on paper. Jo edits on a screen; without power Jo uses paper.



Sam edits on paper.



Jo edits on a screen; without power Jo uses paper.

1. Record

	Paper record	Screen record
Red blocks	4	4
Blue blocks	6	6

2. Compare

What changed?

The way people record
and edit information.

What stayed the same?

The counts and the need
for correct information.

3. Explain

One benefit for a worker:

Model: Jo can edit numbers on a screen.

One difficulty for a worker:

Jo needs a working device; without power Jo uses paper.

Other case-supported responses are valid.

A screen does not guarantee correct information.

Getting around. W05

Name: _____

Year 2

- ① **Order.** Use C11–C13. Our broad order is not to scale.

Word bank: walking horse-drawn coach train

→

→

Earlier

Not to scale.

Later

- ② **Compare** two ways for the same purpose: getting to town.

Tool	Useful features	Access or effort limit

- ③ **Explain.** Do earlier ways disappear? What travel detail is unknown?

No exact journey times are supplied.



Getting around. ^{W05}

Name: ANSWERS

Year 2

- ① **Order.** Use C11–C13. Our broad order is not to scale.

Word bank: walking horse-drawn coach train

walking



horse-drawn coach



train

Earlier

Not to scale.

Later

- ② **Compare** two ways for the same purpose: getting to town.

Tool	Useful features	Access or effort limit
Walking	No vehicle needed	Effort and route matter
Train	Carries people on rails	Station and service access matter

- ③ **Explain.** Do earlier ways disappear? What travel detail is unknown?

Earlier ways can continue.

Exact journey times are unknown.

Other source-supported comparisons are valid.

No exact journey times are supplied.



Sending messages. W06

People can send messages in different ways. Each tool works in a different time and place and has different features.

1

Order

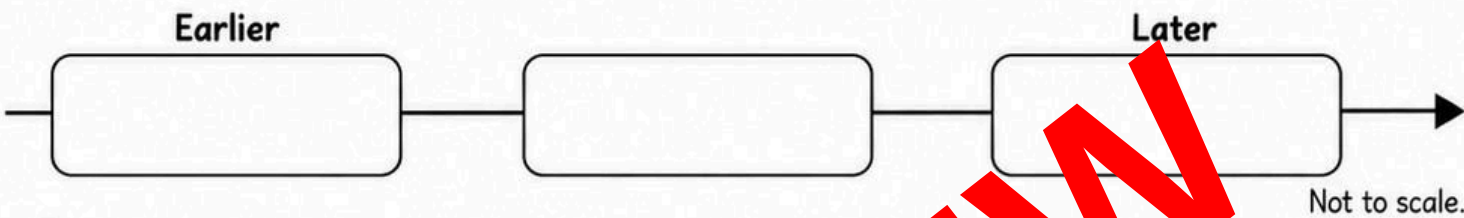
Use the word bank to put the ways of sending messages in order from earlier to later.

Word bank:

letter

landline call

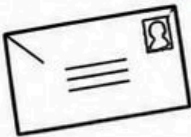
video call



2

Compare

Complete the table to compare the tools for sending messages.

Tool	Requirements	Useful feature
Letter 		
Landline call 		
Video call 		

3

Explain

Name one access limit of a tool and explain why people might choose differently.



Older ways may still be used.

Sending messages. W06

People can send messages in different ways. Each tool works in a different time and place and has different features.

1 Order

Use the word bank to put the ways of sending messages in order from earlier to later.

Word bank:

letter

landline call

video call

Earlier

letter

landline call

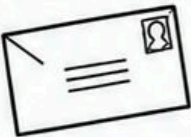
Later

video call

Not to scale.

2 Compare

Complete the table to compare the tools for sending messages.

Tool	Requirement	Useful feature
Letter 	Paper, writing and postal transport	Can be read later
Landline call 	Working phone service	Carries voices across distance
Video call 	Compatible devices and a connection	Can show faces

3 Explain

Name one access limit of a tool and explain why people might choose differently.

Model: An unreliable connection can make a call difficult.

People may choose tools that fit their access and needs.

Other supported choices are valid.



Older ways may still be used.

Name: _____

Year 2

Different experiences. W07

C15 and C16 are fictional accounts. Maya likes seeing her cousin on a video call.
Noor's connection drops out, so letters work better for Noor.

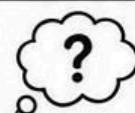
Maya's viewpoint



Noor's viewpoint



2. Explain: Why can the same tool affect people differently?



3. Ask: What remains unknown?



Read both viewpoints fairly. Draw, select symbols or dictate.



Different experiences. W07

C15 and C16 are fictional accounts. Maya likes seeing her cousin on a video call. Noor's connection drops out, so letters work better for Noor.

Maya's viewpoint



Seeing a cousin on a video call.

It helps Maya feel close.

C15: a fictional viewpoint.

Noor's viewpoint



The connection drops out.

Letters work better for Noor.

C16: a fictional viewpoint.

2. Explain: Why can the same tool affect people differently?

People have different circumstances and access.

A benefit for one person can be difficult for another.

Model reasoning; other supported explanations are valid.



3. Ask: What remains unknown?

What do other people experience?

What could improve Noor's access?



Read both viewpoints fairly. Draw, select symbols or dictate.



Name: _____

Year 2

Technology case file. W08

Choose two different contexts: home, work, travel or communication. Use source details to explain what changed and what remains unknown.

Context 1

Context: _____

Source ID(s): _____

What changed?

Source detail:

Context 2

Context: _____

Source ID(s): _____

What changed?

Source detail:

Explain

One benefit across your case:

One difficulty across your case:

Conclude

What does your evidence support?

What is still unknown?

Two washing tools are one home context.

Name: _____

ANSWERS

Year 2

Technology case file. W08

Choose two different contexts: home, work, travel or communication. Use source details to explain what changed and what remains unknown.

Model responses; other supported two-context cases are valid.

Context 1

Context: Home

Source ID(s): C1/C2

What changed?

Hand scrubbing to machine washing.

Source detail:

Nina scrubs by hand; Lee loads a machine.

Context 2

Context: Communication

Source ID(s): C15/C16

What changed?

People can send a video greeting.

Source detail:

Maya sees her cousin's face; call drops out.

Explain

One benefit across your case:

Seeing a face can help people feel close.

One difficulty across your case:

A poor connection can interrupt a call.

Conclude

What does your evidence support?

Effects can differ for different people.

What is still unknown?

These sources do not show everyone's experience.

Two washing tools are one home context.

Name: _____

Year 2

Explain and defend. W09

Use your case file and the assessment organiser.

1 Rehearse: My claim.

Write your claim about the case. Be clear and tell what you think.

What do I think?



2 Support: Source ID(s) and a useful detail.

Give the source ID(s) from your case file and one useful detail that supports your claim.



3 Answer a listener.

Think about questions someone might ask.

What is still unknown?



How might a changed situation affect your conclusion?



Remember to include:

- ☒ Two contexts
- ☒ A benefit
- ☒ A difficulty
- ☒ Contrasting sources

An adult may record a spoken, drawn or supported response.



Explain and defend. W09

Use your case file and the assessment organiser.

1 Rehearse: My claim.

Write your claim about the case. Be clear and tell what you think.

Tools can change tasks.

People may experience the effects differently.

What do I think?



2 Support: Source ID(s) and a useful detail.

Give the source ID(s) from your case file and one useful detail that supports your claim.

Home: C1/C2 show changed washing tools

Communication: C15/C16 give different view

Maya values seeing her cousin

Noor's call drops out.



3 Answer a listener.

Think about questions someone might ask.

What is still unknown?



Everyone else's experience is unknown.

How might a changed situation affect your conclusion?



A reliable connection might change Noor's choice.



Remember to include:

- ☒ Two contexts
- ☒ A benefit
- ☒ A difficulty
- ☒ Contrasting sources

An adult may record a spoken, drawn or supported response.



Model responses; other supported two-context cases are valid.

Name: _____

Year 2

Thoughtful future choice. W10

Fictional need: A class wants to greet a partner class. Its connection often drops out. The greeting does not need to arrive today.



1 Choose: My tool.

Which tool will we use to send our greeting? Draw your chosen tool and add a label.

2 Explain.

Tell us about your choice.

My source ID(s) and reason.



One benefit of this tool.



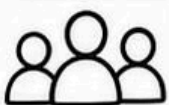
One remaining difficulty.



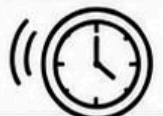
3 Consider.

Think about others and how the situation might be different.

Who may be affected by our choice?



How would your choice change if a reply was needed today?



Use pretend details. No live calls, posting or private information.

Name: ANSWERS

Year 2

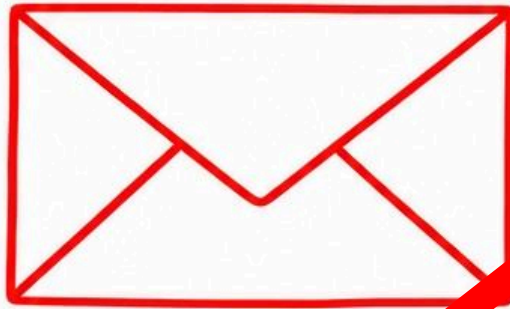
Thoughtful future choice. W10

Fictional need: A class wants to greet a partner class. Its connection often drops out. The greeting does not need to arrive today.



1 Choose: My tool.

Which tool will we use to send our greeting? Draw your chosen tool and add a label.



Tool: letter

2 Explain.

Tell us about your choice.

My source ID(s) and reason.

C3: can be
read later.



One benefit of this tool.

No video connection
is needed.



One remaining difficulty.

Postal delivery
takes time.

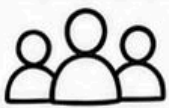


3 Consider.

Think about others and how the situation might be different.

Who may be affected by our choice?

Partner class can
read it later.



How would your choice change if a reply was needed today?

Working phone.
Voice greeting.



Use pretend details. No live calls, posting or private information.

Model responses; other choices are valid when reasons fit the conditions.

My Technology Evidence Plan

Name: _____

Task: Explain technology changes in two different parts of daily life. Show one benefit, one difficulty and evidence from contrasting sources. Use words, drawings, picture selection or an adult record.

Reminder: Home, work, travel and communication are different contexts.



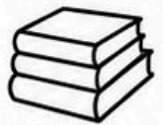
Context 1

My context:

Tool(s):



Source ID(s):



A source detail:



What changed for people?



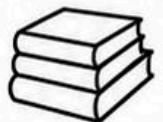
Context 2

My context:

Tool(s):



Source ID(s):



A source detail:



What changed for people?



My contrasting sources are _____.

Technology Explanation Record

Learner: _____ Date: _____ Response mode: _____

Task reminder: Two contexts, a benefit, a difficulty and contrasting sources.

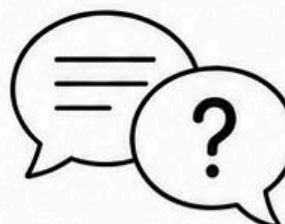
1. Claim and source detail



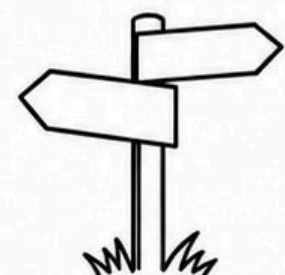
2. Benefit and difficulty



3. Different viewpoints and what remains unknown



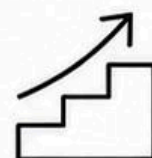
4. Sensible choice in changed fictional situation



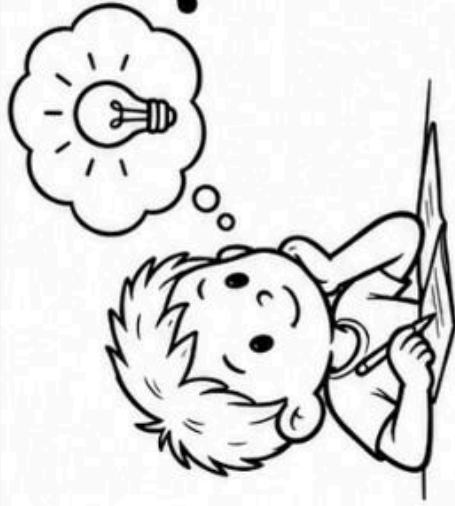
Earlier lesson evidence:

☐ question ☐ collected record ☐ comparison ☐ viewpoint ☐ conclusion ☐ explanation

Next teaching step:



A support need or communication choice does not lower achievement.



Technology Explanations

Year 2



Dimension	Important gaps	Sound understanding	Justified transfer
Understanding	Important change or second context missing.	Explains accurate effects in two contexts.	Compares effects and why circumstances matter.
Evidence and process	Claim lacks relevant source detail.	Uses relevant records and contrasting sources.	Explains a useful source detail and a limitation.
Explanation and choice	Benefit or difficulty unconnected.	Explains a benefit, difficulty and sensible change.	Justifies a choice when a fictional condition changes.
Reflection and responsibility	Missing perspective or unknown.	Recognises a different viewpoint and unknown.	Explains why more evidence could change a conclusion.

Use the conference and earlier records together.

Do not score handwriting, confidence, artistic neatness or a communication/support need.

Lesson 1

Technology is a tool



Our learning

Explain a tool and its purpose.

I can include a tool without a screen

PREVIEW

A familiar tool

What does a spoon help you do?

How would eating soup change without it?

PREVIEW

Words we will use

Technology: tools designed to meet a need

Purpose: what a tool helps people do

PREVIEW

One need, different tools

A letter and a video call both help people communicate. The tools and the way we use them differ.



A tool without a screen

A spoon is a simple hand tool.

It helps move food to your mouth.

People control it with their hands.

PREVIEW

Our model sort

Letter: communication.

Push toy: play.

Paper map: finding a place.

A tool can meet more than one need.



Your picture sort

Use cards C1–C8 and the need headings.

Choose a card. Say what it helps people do.

Put it by a need and explain your choice.

PREVIEW

Your learning record

On W01, match each tool to its purpose.

Explain one choice.

You may point, draw or tell in a group.

PREVIEW

A reason for your choice

Why is a wooden push toy technology?

What question could we ask about how it was used?

PREVIEW

Our reflection

Choose a tool without a screen.

Say: “It helps people to ...”

PREVIEW

Well Done!

Lesson 2

Questions about change



Our learning

Ask useful questions about a change.

I can separate what I see from what I still need to find out.

PREVIEW

Two washday scenes

Look at C1 and C2.

What is alike? What is different?

These are illustrations, not photographs.

PREVIEW

Evidence and questions

Evidence: information that helps answer a question.

An illustration shows a model scene.

It cannot prove what every family did.

PREVIEW

What the pictures show

C1 shows an adult scrubbing cloth by hand.

C2 shows an adult loading a machine.

Both scenes show the need for clean clothing.



Based on: Museums Victoria, Washing Machines Collection. Original illustrative scenes.

<https://www.museumsvictoria.com.au/articles/2875>

What we still do not know

We cannot see the exact time or cost.

We cannot tell who did every part of the work.

We need more information.

PREVIEW

A useful question

“How did the tool change the effort needed?”

An account or observation could help.

“Which scene is best?” needs clear criteria first.

PREVIEW

Your question investigation

With a partner, notice one detail on each card.

Choose time, effort or who did the work.

Ask a question about that detail.

PREVIEW

Your learning record

Use W02 to record what you notice.

Write or tell two questions.

Name a source that might help answer one.

PREVIEW

A question we can investigate

Would “Did every family own a machine?” be answered by one picture?

Explain what more we would need

PREVIEW

Our reflection

Share one useful question.

Say what information would help answer it.

PREVIEW

Well Done!

Lesson 3

Home routines



Our learning

Compare a home routine.

I can support an explanation with a picture and a count.

PREVIEW

Our washday question

What work might change when a washing tool changes?

What need could stay the same?

PREVIEW

Change and continuity

Change: something becomes different.

Continuity: something stays the same.

Both can happen in a home routine.

PREVIEW

Two fictional accounts

Nina: “I scrub the clothes in a tub.”

Lee: “I load a machine, then hang the washing.”

These are teaching stories, not interviews

PREVIEW

A real museum object

This is a museum photograph of a Bendix washing machine, circa 1951.

It shows a front door and controls.
It cannot tell us every family's experience.



Image from Museums Victoria, Bendix washer, circa 1951 (ST 26358). CC BY 4.0. Resized.

collections.museumsvictoria.com.au/items/415562 | creativecommons.org/licenses/by/4.0/

A supported explanation

C1 and Nina's account show hand scrubbing.

Lee's account shows loading and hanging.

The machine changes some effort. Clean nothing is still needed.

PREVIEW

Your routine comparison

Compare C1 and C2 with the two accounts

Sort “changed” and “stayed the same”.

Discuss a possible benefit and a difficulty

PREVIEW

Your learning record

On W03, record a change and a continuing need.

Use a source detail in your explanation.

Costs and access can differ between people.

PREVIEW

What a source can show

Which information comes from a picture?

Which comes from the fictional account?

What is still unknown?

PREVIEW

Our reflection

Explain one supported effect on the work.

Avoid saying every person had the same experience.

PREVIEW

Well Done!

Lesson 4

Working lives



Our learning

Compare two ways to keep a stock record.

I can explain an effect on a worker.

PREVIEW

A shop's need

A toy shop needs to know what is on its shelves.

What could happen if a record is wrong?

PREVIEW

Our new words

Stock: the goods a shop has.

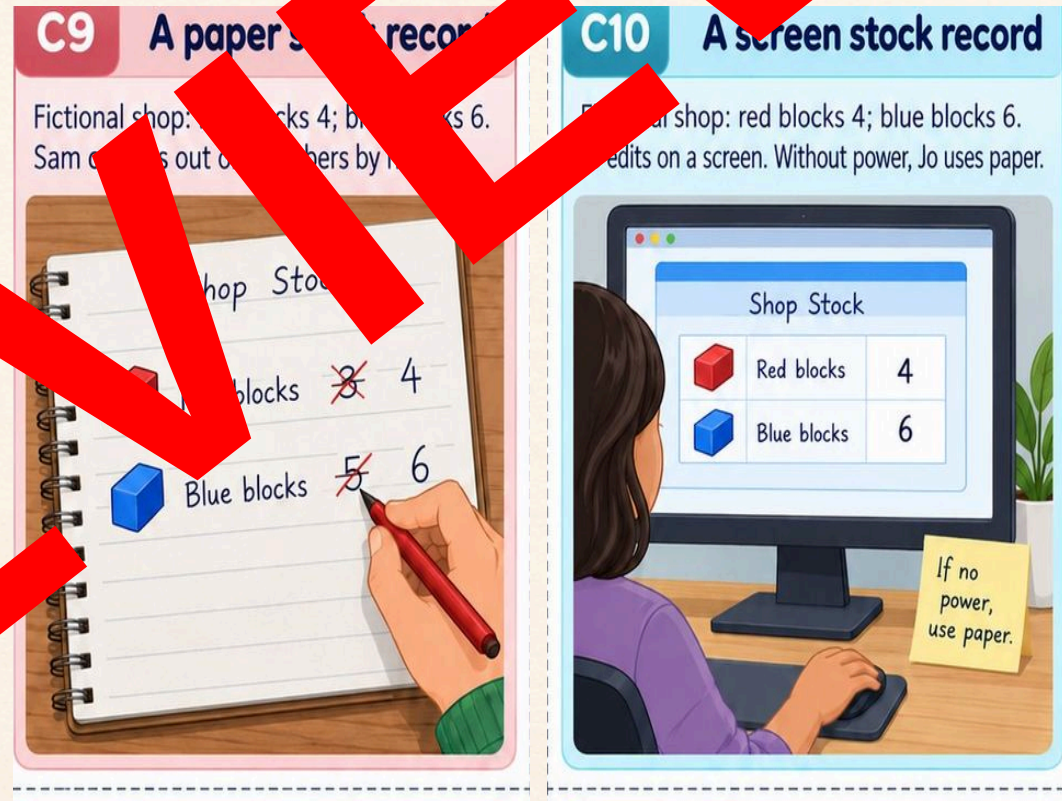
Record: information kept so people can use it.

Consequence: an effect of a choice or change.

PREVIEW

The same stock information

Our fictional records both show:
Red blocks: 4. Blue blocks: 6.
The way we record the count differs.



Two fictional workers

Sam: “I cross out old numbers on paper.”

Jo: “I edit the numbers on a screen.”

Jo: “Without power, I use paper.”

PREVIEW

Our model comparison

Both records keep a count.

A screen can make an edit easier in this case.

It needs a working device.

Both workers must check their information.

PREVIEW

Your stock-record task

Use C9 and C10. Match each count.

Describe what changes for Sam and Jo.

Ask one question about the way they work.

PREVIEW

Your learning record

Use W04 to compare the tools fairly.

Keep the same task and criteria.

You may explain your comparison to a partner or adult.

PREVIEW

Who is affected?

How might a correct record help a worker or customer?

Does a screen guarantee a correct count? Explain.

PREVIEW

Our reflection

Name one benefit and one difficulty.

Support each with a detail from this national curriculum.

PREVIEW

Well Done!

Lesson 5

Getting around



Our learning

Compare ways to travel.

I can use earlier and later without saying earlier things
disappeared.

PREVIEW

The same journey need

Each traveller wants to get to a town.

What might matter besides speed?

PREVIEW

Time and access

Earlier and later describe order.

Access means being able to use something.

Our order line has no measured time scale.

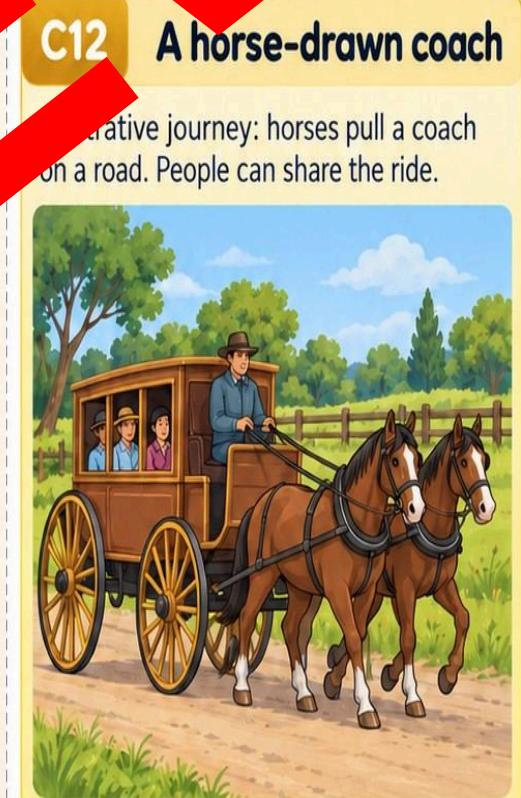
PREVIEW

Three illustrative scenes

Walking: a person carries a bag.

Coach: horses pull people along a road.

Train: people travel on rails between stations.



Earlier ways can continue

Walking and horse transport were used before trains. People still walk and use horses today.

Our pictures do not show the first journey or every place.



A fair comparison

Keep the purpose the same: reaching the town.

Compare effort, route and access.

We have no exact travel times, so we cannot rank them by minutes.

PREVIEW

Your journey investigation

Use C11–C13. Place them in the broad order discussed

Label the line “Not to scale”.

Compare a benefit and a limitation

PREVIEW

Your learning record

On W05, label your order and compare two orders.

Use one picture detail.

Tell us what the pictures do not establish.

PREVIEW

A claim to check

“Everyone could take the train as soon as trains existed.”

What access information would we need to test this claim?

PREVIEW

Our reflection

Say one similarity and one difference.

Use earlier or later accurately in your explanation.

PREVIEW

Well Done!

Lesson 6

Sending messages



Our learning

Compare ways to send a message.

I can explain a change without assuming everyone has the same access.

PREVIEW

A message across distance

A fictional child wants to greet a cousin far away.

What could they use?

PREVIEW

Communication and access

Communication: sharing a message.

Access: being able to use the tool or service.

A tool can help one person and is difficult for another.

PREVIEW

Three ways to communicate

Letter: paper, writing and postal transport.

Landline: a phone and a working phone service.

Video call: compatible devices and a connection.



A broad communication order

Letters were used before landline calls

Landline calls were used before video calls

All three may still be used. This is not to scale.

PREVIEW

One benefit, one limit

A letter can be kept and read later. Delivery takes time.

A video call can show faces across a distance.

It needs compatible access and privacy care.

PREVIEW

Your message comparison

Use C3, C4 and C14. Order the tools broadly.

Compare the same purpose: sharing a greeting.

Explain why people might choose differently.

PREVIEW

Your learning record

Use W06. Include a tool's requirement and a useful feature.

Describe an access limit.

Use fictional details, not your family's private information.

PREVIEW

What we cannot assume

“Every family can use video calls.”

Which information would we need before making that claim?

PREVIEW

Our reflection

Choose a tool for the fictional greeting

Give a reason and one limit.

PREVIEW

Well Done!

Lesson 7

Different experiences



Our learning

Compare two views of the same tool.

I can explain why people may experience change differently.

PREVIEW

Our fair-comparison reminder

Which purpose will stay the same?

How could access change a person's choice?

PREVIEW

Viewpoint and evidence

A viewpoint is what someone thinks or experiences.

A fictional account helps us practise thinking.

It is not a real historical interview.

PREVIEW

Maya's fictional account

"I can see my cousin on a video call.

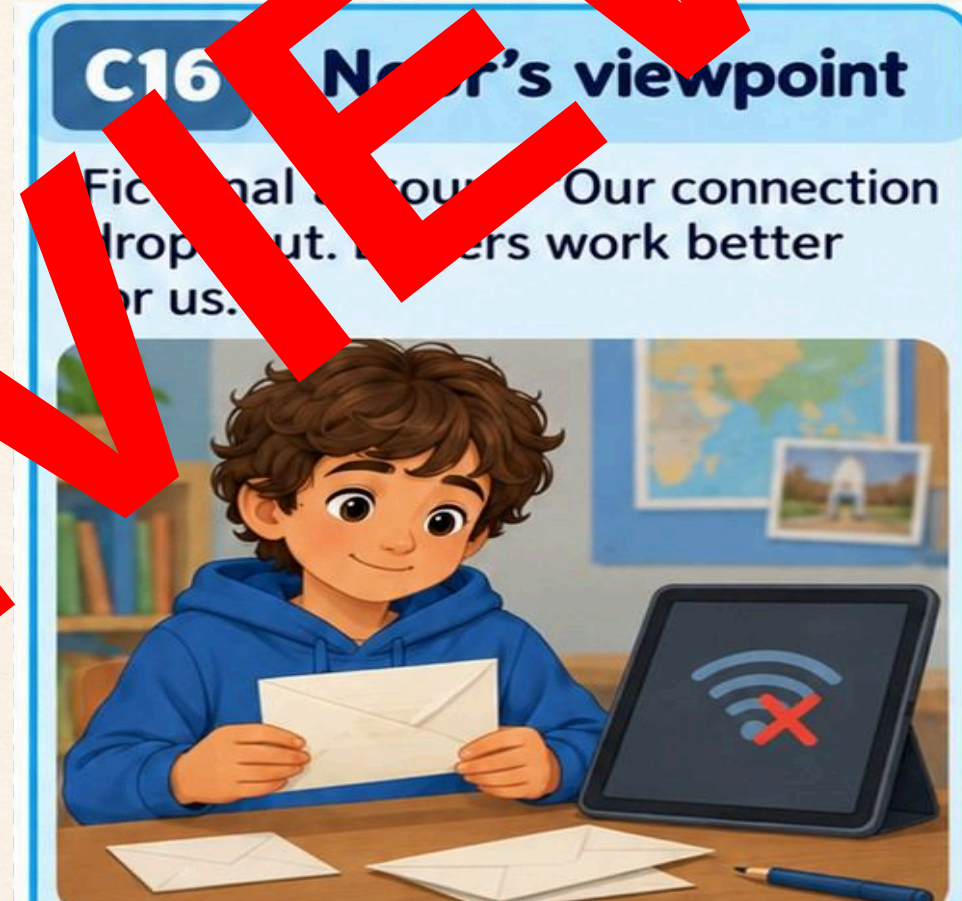
It helps me feel close."

What benefit matters to Maya?



Noor's fictional account

“Our connection drops out.
Letters work better for us.”
What difficulty matters to Noor?



PREVIEW

Our model conclusion

The same kind of tool can have different effects.

Maya values seeing a face.

Noor describes a connection difficulty.

We do not know everyone else's experience.

PREVIEW

Your viewpoint discussion

Use C15 and C16. Take turns sharing each view fairly.

Find a benefit, a difficulty and an unresolved question.

Ask a respectful question about the case.

PREVIEW

Your learning record

Use W07 to compare the accounts.

Show what each person says and your reasons.

You may draw, select symbols or dictate.

PREVIEW

A conclusion with a limit

Does Maya's account prove video calls are best for everyone?

Use Noor's account in your answer.

PREVIEW

Our reflection

Say how circumstances can change a tool's effect.

Name something the accounts leave unknown.

PREVIEW

Well Done!

Lesson 8

Technology case file



Our learning

Build an evidence explanation across two life contexts.

I can connect a claim, sources and effects.

PREVIEW

Two different contexts

Home, work, travel and communication are four contexts.

Choose two different parts of daily life.

Two washing tools alone are one home context.

PREVIEW

Claim and source

A claim is an idea you explain.

A source provides information.

An effect says how something changes for people.

PREVIEW

Our home example

Claim: a washing tool changes some effort.

Evidence: C1 and Nina's account show hand scrubbing.

C2 and Lee's account show loading and hanging.

The need for clean clothes continues.

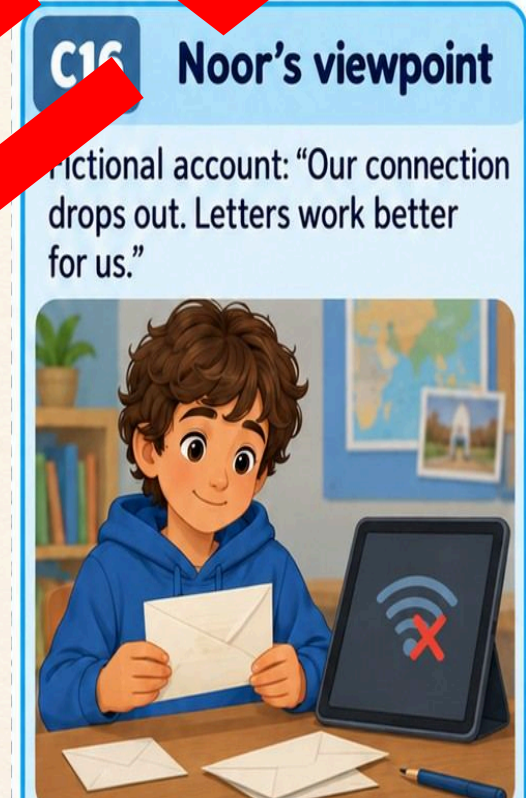
PREVIEW

Our communication example

Maya values seeing a cousin on a video call.

Noor has a connection difficulty.

These contrasting fictional accounts show why effects differ.



One explanation across contexts

Technology can change how people do a task.

Our washing sources show a change in effect.

Our communication accounts show a benefit and a difficulty.

We cannot claim the same effect for everyone.

PREVIEW

Your case-file investigation

Choose two contexts and useful sources from the cards.

Record one supported change in each.

Include a benefit, a difficulty and a limit.

PREVIEW

Your learning record

Use W08 to organise your case.

Name the source IDs and what each shows.

Propose a sensible choice for a fictional person.

PREVIEW

Our source check

Does your explanation use two contexts?

Can you point to the detail behind each claim?

What is still unknown?

PREVIEW

Our reflection

Share one claim and its source detail.

Keep your records for the final explanation.

PREVIEW

Well Done!

Lesson 4

Explain and defend



Our learning

Explain a technology change using evidence.
I can answer a question with a source and detail.

PREVIEW

Our assessment check

Two different life contexts.

A supported change in each.

One benefit and one difficulty.

Evidence from contrasting sources

PREVIEW

Words for an explanation

Earlier, later, changed and continued describe time.

“C1 shows ...” names a source.

“This matters because ...” explains an effect.

PREVIEW

A model evidence answer

Question: “Why say effects can differ?”

Answer: “Maya likes seeing her cousin.

Noor’s connection drops out.

Their accounts show different experiences.”

PREVIEW

A question about a limit

Question: “Do these stories prove what everyone thinks?”

Answer: “No. They are two fictional accounts

We would need more real evidence for a water claim.”

PREVIEW

A respectful listener

Listen to the speaker's idea.

Ask which source supports it.

Give time for a spoken, drawn or supported response.

PREVIEW

Your explanation task

Use your case file and A1.

Explain two contexts, a benefit and a difficulty.

Point to contrasting sources.

Answer one follow-up question.

PREVIEW

Your conference record

Use W09 to rehearse your claim and evidence.

An adult may record your spoken or supported response.

A short recording or drawing can show the same learning.

PREVIEW

Our final check

What claim do your sources support?

What is still unknown?

What would change in a new case?

PREVIEW

Our reflection

Name one source that strengthened your explanation.
Say how you used it.

PREVIEW

Well Done!

Lesson 10

Thoughtful future choice



Our learning

Use what we learned to make a thoughtful choice.
I can explain who may be helped and what difficulties may remain.

PREVIEW

Our evidence reminder

A tool meets a need.

People may experience its effects differently.

A choice needs a reason and a link.

PREVIEW

Our fictional need

A class wants to greet a partner class.

Its connection often drops out.

The greeting does not need to arrive today.

PREVIEW

Our model choice

A letter could work because it does not need a video connection. It can be kept and read later. Delivery still takes time.



People and consequences

The receiving class can read the greeting later.

An adult helps with safe sending.

People who need a spoken greeting may prefer another supported way.

PREVIEW

A different condition

What if the greeting must arrive today?

A letter may not meet that need.

A working phone service could support a quality greeting.

PREVIEW

Your thoughtful choice

Use W10 and familiar communication cards.

Choose a tool for the original fictional need.

Give a source-based reason, a difficulty and who is affected.

PREVIEW

Our safe classroom plan

Use fictional names and a pretend address.

Do not make calls, post letters or share private contact details.

Draw, speak or demonstrate your choice.

PREVIEW

Our transfer check

How would your choice change if the connection worked well?

Explain the condition that matters.

PREVIEW

Our reflection

Share one safe, justified choice.

Explain its benefit and one remaining limit.

PREVIEW

Well Done!

Home Technology Time Machine Quiz



How we will respond

Speak, draw, point, select a symbol or use supported communication. No speed requirement.

Think about a source detail.

We will discuss each explanation after you respond.

PREVIEW

Question 1

Does a faster device always improve life for everyone?

Think. Respond in your chosen words.

PREVIEW

Explanation I

No. Access, cost, skills and circumstances can change its benefits and difficulties.

PREVIEW

Question 2

How can we compare two technologies for us?

Think. Respond in your chosen words.

PREVIEW

Explanation 2

Keep the purpose and criteria the same. Compare effort, time, access or how people connect.

PREVIEW

Question 3

Is a spoon technology? Explain its purpose.

Think. Respond in your chosen words.

PREVIEW

Explanation 3

Yes. People designed this hand tool to help us eat. It does not need a screen.

PREVIEW

Question 4

What do C1 and C2 show? Name one thing they do not show.

Think. Respond in your chosen words.

PREVIEW

Explanation 4

They show different washing tools. They do not show exact time, cost or every family's experience.

PREVIEW

Question 5

Both toy-shop records say 4 red blocks and 1 blue block.
What changed?

Think. Respond in your own way.

PREVIEW

Explanation 5

The way the information is recorded changed, the counts in this fictional model stayed the same

PREVIEW

Question 6

Do trains make walking disappear? Explain.

Think. Respond in your chosen words.

PREVIEW

Explanation 6

No. Earlier ways can continue. People still walk. Access to a train depends on conditions such as stations and a service.

PREVIEW

Question 7

Maya likes video calls. Noor's connection drops out. Why may they choose differently?

Think. Respond in your own way.

PREVIEW

Explanation 7

Their circumstances differ. Seeing a cousin helps Maya, while connection trouble makes video calling difficult for Noor.

PREVIEW

Question 8

Which gives better evidence: “It is new” or “It shows hand scrubbing”? Why?

Think. Respond in your *own* way.

PREVIEW

Explanation 8

“C1 shows hand scrubbing” names a relevant source detail. A tool being new does not prove its effects.

PREVIEW

Question 9

In a pretend library, the computer is not working. Books still need to be recorded today. Choose a tool and explain one difficulty.

Think. Respond in your chosen way.

PREVIEW

Explanation 9

A paper borrowing card could work without the computer.
Staff need to write clearly and keep the cards organised.
Another choice is acceptable if it fits the conditions.

PREVIEW

Question 10

A traveller lives far from a train station. What more would you ask before recommending a train?

Think. Respond in your own way.

PREVIEW

Explanation 10

Ask how the traveller could reach the station and whether the route/service meets the need. Do not assume equal access or invent a journey time.

PREVIEW

Our reflection

Which source helped you explain an idea?

What would you still like to investigate?

PREVIEW

Well Done!