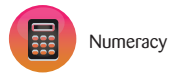


Cross Curriculum Priorities



General Capabilities



YEAR 6 ACHIEVEMENT STANDARD

By the end of Year 6, students identify change and continuity and describe the causes and effects of change on society. They compare the different experiences of people in the past. They explain the significance of an individual and group.

Students sequence events and people (their lifetime) in chronological order, and represent time by creating timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and compare information to answer inquiry questions. They examine sources to identify and describe points of view. Students develop texts, particularly narratives and descriptions. In developing these texts and organising and presenting their information, they use historical terms and concepts and incorporate relevant sources.

<p>Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government. [ACHHK113]</p> <p>Elaborations</p> <ul style="list-style-type: none"> Studying Australia's path to Federation through an examination of key people (for example Henry Parkes, Edmund Barton, George Reid, John Quick) and events (for example the Tenterfield Oration, the Corowa Conference, the referendums held in the colonies from 1898 to 1900). Comparing the model of Australian federalism with the original model of the United States of America to identify the US influence on Australia's system of government. Identifying key elements of Australia's system of law and government and their origins (for example the Magna Carta; federalism; constitutional monarchy; the Westminster system and the separation of powers - legislature, executive, judiciary; the houses of parliament; how laws are made). 	<p>Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants and women. [ACHHK114]</p> <p>Elaborations</p> <ul style="list-style-type: none"> Investigating the experiences of democracy and citizenship of Aboriginal and Torres Strait Islander people (for example policies and laws such as protection, the removal of children from families, pay and working conditions). Investigating the stories of individuals or groups who advocated or fought for rights in twentieth-century Australia (for example Jack Patten or the Aborigines Progressive Association). Investigating the experiences of democracy and citizenship of migrant groups (for example internment camps during World War II; assimilation policies, anti-discrimination legislation, mandatory detention, pay and working conditions). Investigating the experiences of democracy and citizenship of women (for example the suffragette movement, the bar on married women working, equal pay, the Sex Discrimination Act 1984). 	<p>Stories of groups of people who migrated to Australia (including ONE Asian country) and the reasons they migrated, such as WW2 and Australian migration programs since the war. [ACHHK115]</p> <p>Elaborations</p> <ul style="list-style-type: none"> Comparing push and pull factors that have contributed to people migrating to Australia (for example economic migrants and political refugees). Exploring individual narratives using primary sources (for example letters, documents and historical objects); interviewing and recording an oral history; dramatising the journey and circumstances of arrival based on the sources. Describing cultural practices related to family life, beliefs and customs of newly-arrived migrant groups and comparing these with those of the communities in which they settled within Australia. Connecting stories of migration to students' own family histories (where appropriate). 	<p>The contribution of individuals and groups, including indigenous peoples and migrants, to the development of Australian society e.g. In areas such as the economy, education, sport, science and the arts. [ACHHK116]</p> <p>Elaborations</p> <ul style="list-style-type: none"> Examining population data that show the places of birth of Australia's people at one or more points of time in the past and today, and using digital technologies to process and record this data. Investigating the role of specific cultural groups in Australia's economic and social development (for example the cattle industry, the Snowy Mountains Scheme, the pearling industry). Considering notable individuals in Australian public life across a range of fields (for example the arts, science, sport, education), including Aboriginal and Torres Strait Islander people, a range of cultural and social groups, and women and men drawn from the Australian Living Treasures list or from the Australian Dictionary of Biography).
<p>http://www1.curriculum.edu.au/dunits/guide/guide.htm Democracy in Australia http://www.nma.gov.au/education/school_resources/websites_and_interactives/primeministers/ Links to biographies and information on all of the Prime Ministers throughout Australia's history. http://www.nma.gov.au/shared/libraries/attachments/schools/resources/life_at_federation/life_at_federation_doc_bw/files/1303/life_at_federation_all_bw.pdf A printable booklet that allows students to examine and learn about Life in Australia at the time of Federation. http://www.nma.gov.au/education/school_resources/websites_and_interactives/primeministers/george_reid/ Biography of George Reid http://www.nma.gov.au/kidz/learn_and_play/citizens_arch/ Information about Federation Celebrations, interactive resources about the Citizens Arch. http://www.bbc.co.uk/scotland/education/as/citizenship/democracy/ Interactives about democracy http://www.youtube.com/watch?v=ciEjlonK1JI Clip showing briefly how Federation happened http://www.abc.net.au/civics/democracy/curric/gpe1.htm Unit of work on Federation http://www.peo.gov.au/students/index.html</p> <p><small>** Additional digital resources for Year 6 History are available through the DET Portal, via the National Digital Learning Resources Network link.</small></p>	<p>http://www.indigenoustrights.net.au/pdfs/67Ref_Col_All.pdf A complete unit of work on the 1967 referendum to give Indigenous people voting rights. Includes images, historical documents, newspaper articles and posters from the time. http://www.indigenoustrights.net.au/area.asp?aID=2 Information on the lengthy process towards granting indigenous land rights. http://australia.gov.au/about-australia/australian-story/austn-suffragettes Information on the Suffragette movement in Australia and some links to biographies.</p> <p>Books to help to integrate this topic with Literacy:</p> <ul style="list-style-type: none"> The Piggy Book by Anthony Browne The Rabbits by Shaun Tan 	<p>http://nma.gov.au/av/education/NMA_Irish.pdf Irish migration to Australia – a complete unit of work. http://rsh.anu.edu.au/migrationmemories/html/histories_lightningridge.htm Information about migrants who came to Australia to mine opals. http://www.nma.gov.au/kidz/learn_and_play/new_homes/ Interactive site that lets students learn about two women who migrated to Australia as 'displaced persons' after the second World War http://www.nma.gov.au/kidz/learn_and_play/hong_hai/ Charts the journey of Vietnamese refugees to Australia during the 1970's http://www.nma.gov.au/shared/libraries/attachments/schools/classroom_resources/australian_journeys/files/28473/AJ_Studies_col.pdf</p> <p>Books to help to integrate this topic with Literacy:</p> <ul style="list-style-type: none"> Refugees by David Miller Ziba Came on a Boat by Liz Lofthouse Home and Away by John Marsden The Arrival by Shaun Tan The Little Refugee by Anh Do The Silence Seeker by Ben Morley 	<p>http://www.nma.gov.au/shared/libraries/attachments/schoolsclassroom_resources/australian_journeys/files/28473AJ_Studies_col.pdf History of the pearling industry in Broome. http://www.nma.gov.au/shared/libraries/attachments/schoolsclassroom_resources/australian_journeys/files/28473/AJ_Studies_col.pdf Information on the Snowy Mountains Scheme. http://en.wikipedia.org/wiki/Australian_Living_Treasures Current list of 'Living Treasures' with links to biographical information. http://www.abc.net.au/schoolstv/australians/cowan.htm Biography of Edith Cowan Books to help to integrate this topic with Literacy:</p>

CONTENT DESCRIPTORS: HISTORICAL SKILLS

<p>Sequence historical people and events. [ACHHS117]</p> <p>Elaborations</p> <ul style="list-style-type: none"> Placing key events, ideas, movements and people of the twentieth century in chronological sequence Using timelines to describe past events and changes Identifying and developing a timeline of world unrest that contributed to migration in the 1900s (for example the World Wars, the Vietnam War, the war in the former Yugoslavia, the Tiananmen Square massacre, the war in Sudan) 	<p>Use historical terms and concepts. [ACHHS118]</p> <p>Elaborations</p> <ul style="list-style-type: none"> Using historical terms and concepts related to the content such as 'democracy', 'federation', 'empire', 'immigration', 'heritage', 'diversity', 'franchise', 'suffrage' 	<p>Identify questions to inform an historical enquiry. [ACHHS119]</p> <p>Elaborations</p> <ul style="list-style-type: none"> Developing key questions about the birth of Australian democracy and the experiences of citizenship for women, migrants and Aboriginal and Torres Strait Islander people Developing key questions about immigration such as: 'What were the main reasons people migrated to Australia?' 'Who migrated?' 'Where did they come from?' 'What impact have they had on the character of Australian society?' 	<p>Identify and locate a range of relevant sources. [ACHHS120]</p> <p>Elaborations</p> <ul style="list-style-type: none"> Using internet search engines, museums, library catalogues and indexes to find material relevant to an inquiry Identifying community or family members who migrated to Australia and conducting an interview to learn about their experiences; understanding that different questions elicit different kinds of answers (for example the difference between a closed and open question – 'Did you like Australia when you first arrived?' compared with 'How did you feel about Australia when you first arrived?') Retrieving census data to construct arguments for and against migration. 	<p>Locate information related to inquiry questions in a range of sources. [ACHHS121]</p> <p>Elaborations</p> <ul style="list-style-type: none"> Finding relevant historical information in primary and secondary sources (for example related to the rights and status of women as well as Aboriginal and Torres Strait Islander peoples and the experiences of migrants) Using proformas and datasheets to develop questions and record information and sources about the movement of people to Australia in the twentieth century and the increasing cultural diversity of present day Australia. 	<p>Compare information from a range of sources. [ACHHS122]</p> <p>Elaborations</p> <ul style="list-style-type: none"> Examining a range of sources of evidence to identify similarities and/or differences and describing what they reveal about the past (for example comparing information in sources to determine views on the effects of migration on the development of Australian society) Checking publication dates to put in historical context the information contained in the text (for example comparing a 1965 Australian history book and a 2010 refugee website to identify different perspectives) 	<p>Identify points of view in the past and present. [ACHHS123]</p> <p>Elaborations</p> <ul style="list-style-type: none"> Analysing the language used in sources to identify values and attitudes (for example 'new Australians', 'boat people') Analysing sources to identify persuasive techniques such as modality (for example 'would', 'could', 'may', 'might') and the use of the passive voice to cover a lack of sources (for example 'it is claimed that' rather than the active voice 'Tim Flannery claims that...') 	<p>Develop historical texts, particularly narratives and descriptions, which incorporate source material. [ACHHS124]</p> <p>Elaborations</p> <ul style="list-style-type: none"> Developing narratives based on information identified from a range of sources (using some of the language devices of narratives, evocative vocabulary, and literary sentence structures but using real characters and events to tell their story) Combining literary and informational language (for example 'Standing on a cold windy pier in Kythera, Dimitri waved goodbye to his crying mother'); evocative language and complex narrative structures and factual vocabulary and simple and compound sentence structures (for example 'It was 1956 and Greece was recovering from a long civil war.') Composing historical texts (for example information reports, expository texts, persuasive texts, recounts, biographies) 	<p>Use a range of communication forms (oral, graphic, written) and digital technologies. [ACHHS125]</p> <p>Elaborations</p> <ul style="list-style-type: none"> Developing charts, graphs, tables, digital presentations, written and oral presentations to explain the past using ICTs. Creating a digital story, using text, images and audio/visual material, to record migrant experiences.
