



Government of **Western Australia**  
School Curriculum and Standards Authority



## Humanities and Social Sciences

Teaching, learning and assessment exemplar

Year 6



## **Acknowledgement of Country**

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

## **Background**

This teaching, learning and assessment exemplar (the exemplar) has been developed by the School Curriculum and Standards Authority (the Authority) as part of the *School Education Act Employees (Teachers and Administrators) General Agreement 2017* (Clause 61.1–61.3).

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## **Disclaimer**

Any resources, such as texts and websites, that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandated or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any resources they may wish to use.

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## The Western Australian Curriculum

The *Western Australian Curriculum and Assessment Outline* (the *Outline* – <https://k10outline.scsa.wa.edu.au/>) sets out the mandated curriculum, guiding principles for teaching, learning and assessment, and support for teachers in their assessment and reporting of student achievement. The *Outline* recognises that all students in Australian schools, or international schools implementing the Western Australian curriculum, are entitled to be given access to the eight learning areas described in the *Alice Springs (Mparntwe) Education Declaration*, December 2019.

### The Humanities and Social Sciences curriculum

The mandated curriculum is presented in the year level syllabus documents.

The Humanities and Social Sciences curriculum delivers a sequential and age-appropriate progression of learning with the following key elements:

- a year level description that provides an overview of the context for teaching and learning in the year
- a series of content descriptions, populated through strands and sub-strands, that sets out the knowledge, understanding and skills that teachers are expected to teach and students are expected to learn
- an achievement standard that describes an expected level that the majority of students are achieving by the end of a given year of schooling. An achievement standard describes the quality of learning (e.g. the depth of conceptual understanding and the sophistication of skills) that would indicate the student is well placed to commence the learning required in the next year.

## **This exemplar**

This Humanities and Social Sciences exemplar articulates the content in the *Outline* and approaches to teaching, learning and assessment reflective of the Principles of Teaching, Learning and Assessment. This exemplar presents planning for eight weeks of teaching and learning for each of the four terms, with a time allocation of two hours per week.

## **Catering for diversity**

This exemplar provides a suggested approach for the delivery of the curriculum and reflects the rationale, aims and content structure of the learning area. When planning the learning experiences, consideration has been given to ensuring that they are inclusive and can be used in, or adapted for, individual circumstances. It is the classroom teacher who is best placed to consider and respond to (accommodate) the diversity of their students. Reflecting on the learning experiences offered in this exemplar will enable teachers to make appropriate adjustments (where applicable) to better cater for students' gender, personal interests, achievement levels, socio-economic, cultural and language backgrounds, experiences and local area contexts.

## **Using this exemplar**

This teaching, learning and assessment exemplar provides suggestions to support the delivery of the mandated curriculum content. The exemplar provides:

- a teaching and learning sequence
- the mandated curriculum content to be taught at each point of the teaching and learning sequence, suggested resources, sample assessment tasks and marking keys
- the number of lessons to deliver the teaching and learning experiences
- learning intentions and support notes that may provide focus questions and additional information and/or examples to assist with the interpretation of curriculum content
- support notes to assist teachers to unpack the content and support teaching and learning experiences
- teaching and learning experiences that outline the structure of the lesson. These explicitly state each activity that the lesson will progress through and the key focus area for that activity.

## **Links to electronic resources**

This sequence of lessons may utilise electronic web-based resources, such as videos and image galleries. Teachers should be present while an electronic resource is in use and close links immediately after a resource, such as a video, has played to prevent default 'auto play' of additional videos. Where resources are referred for home study, they should be uploaded through Connect, or an equivalent system, that filters advertising content.

## Best practice

### Teaching and learning

The teaching and learning opportunities offered in this exemplar are not exhaustive. Thus, teachers are encouraged to make professional decisions about which learning experiences, and the sequence in which they are delivered, are best suited to their classroom context, taking into account the availability of resources and student ability.

This sample may prove a useful starting point for amplifying creativity in the classroom, while presenting the embedded expectations of the Western Australian Curriculum: Humanities and Social Sciences.

Teachers may find opportunities to incorporate the General capabilities and the Cross-curriculum priorities into the teaching and learning program.

**Ways of teaching** – teachers can locate additional information on the Ways of teaching from the School Curriculum and Standards Authority (the Authority) website

<https://k10outline.scsa.wa.edu.au/home/wa-curriculum/learning-areas/humanities-and-social-sciences/...>

### Assessing

Assessment, both formative and summative, is an integral part of teaching and learning. Assessment should arise naturally out of the learning experiences provided to students. In addition, assessment should provide regular opportunities for teachers to reflect on student achievement and progress. As part of the support it provides for teachers, this exemplar includes suggested assessment points. It is the teacher's role to consider the contexts of their classroom and students, the range of assessments required, and the sampling of content descriptions selected to allow their students the opportunity to demonstrate achievement in relation to the year level achievement standard. Teachers are best placed to make decisions about whether the suggested assessment/s are used as formative or summative assessment and/or for moderation purposes.

**Ways of assessing** – a range of assessment strategies that can enable teachers to understand where students are in their learning is available on the Authority website

<https://k10outline.scsa.wa.edu.au/home/wa-curriculum/learning-areas/humanities-and-social-sciences/...>

### Reflecting

Reflective practice involves a cyclic process during which teachers continually review the effects of their teaching and make appropriate adjustments to their planning. The cycle involves planning, teaching, observing, reflecting and replanning.

This exemplar supports reflective practice and provides flexibility for teachers in their planning. The exemplar shows how content can be combined and revisited throughout the year. Teachers will choose to expand or contract the amount of time spent on developing the required understandings and skills according to their reflective processes and professional judgements about their students' evolving learning needs.

## Year level description

In the middle to late childhood phase of schooling, students develop a sense of self, their world expands, and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.

In Humanities and Social Sciences, students begin to understand and appreciate different points of view, develop the ability to think in more abstract terms and undertake sustained activities for longer periods of time. The investigation of their world becomes more refined and includes relationships, structures, systems and processes. Students' ability to draw on a wider range of sources of information is enhanced by introducing them to experiences beyond their immediate environment, including those of people from other times, places and cultures.

In Year 6, students further develop their understanding and application of skills, including questioning and researching, analysing, evaluating, communicating and reflecting. They apply these skills to their daily learning experiences and to investigate events, developments, issues and phenomena, both historical and contemporary.

Students continue building on their understanding of the concepts of justice, rights and responsibilities, and the Westminster system. They investigate Australia's democratic system of government, including state/territory and federal parliaments, and the court system.

Students further develop their understanding of economics and business concepts, such as scarcity and making choices, as they explore the ways resources are allocated to meet needs and wants in their community. They consider the effect of consumer and financial decisions on individuals, the community and the environment. Students focus on community or regional issues, with opportunities for concepts to also be considered in national or global contexts where appropriate.

The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking. Students inquire into the factors that shape the diverse characteristics of different places and how people, places and environments are interconnected, including a study of the world's cultural, economic, demographic and social diversity. The development of the students' mental map of the world is extended through a study of the location of countries in the Asia region.

Students develop their historical understanding through the key concepts of sources, continuity and change, cause and effect, perspectives, empathy and significance. These concepts are investigated within the historical context of the development of Australia as a nation, particularly after 1900; the factors that led to Federation; and how Australian society changed throughout the 20th century.

## **Achievement standard**

By the end of the year:

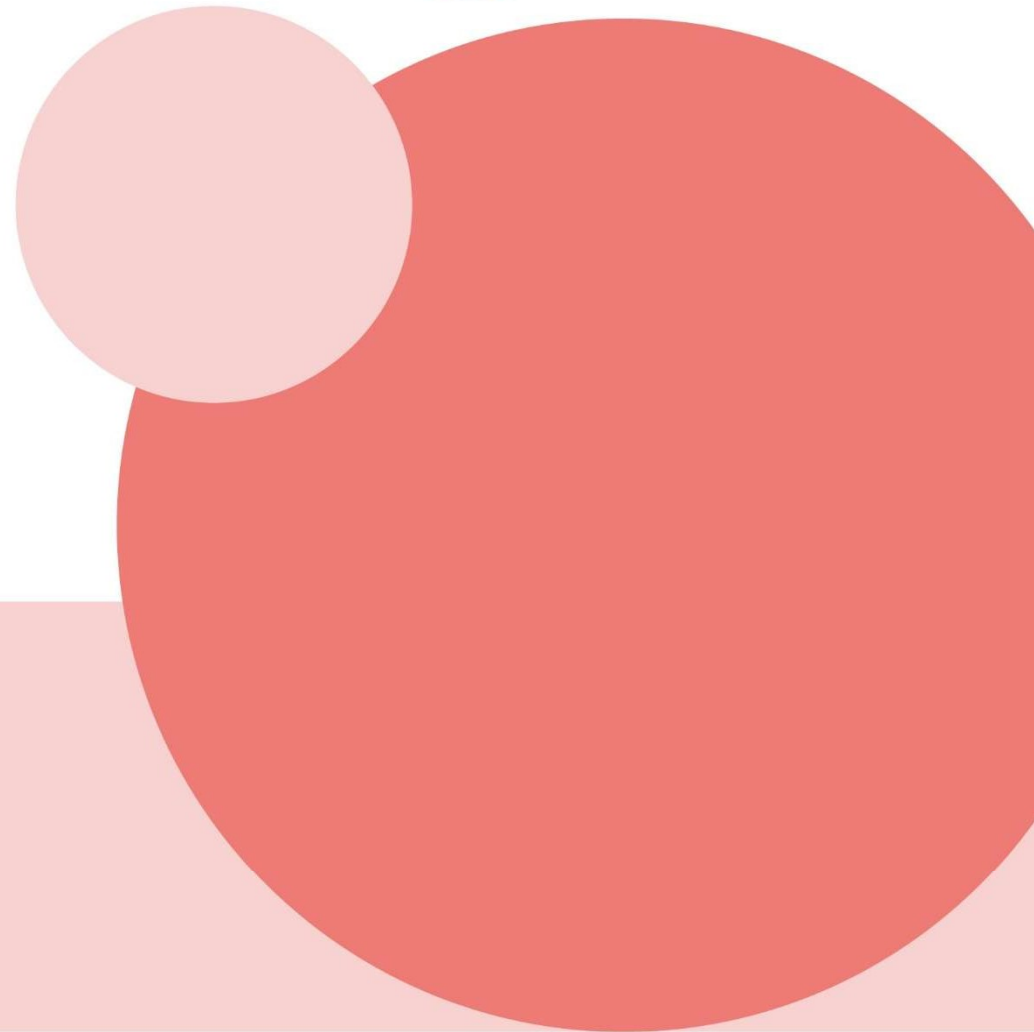
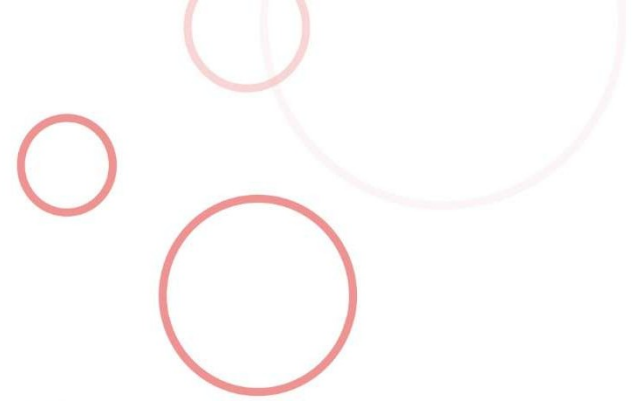
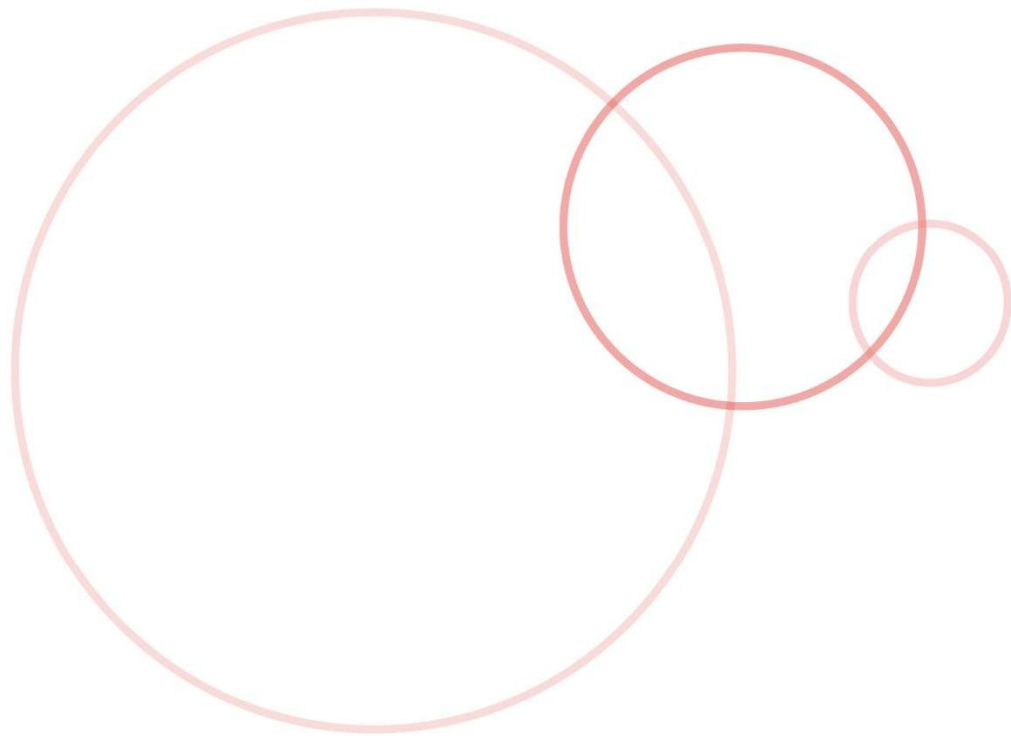
Students develop questions for a specific purpose. They locate and collect relevant information and/or data from primary and/or secondary sources, using appropriate methods to organise and record information. Students apply ethical protocols when collecting information. They use criteria to determine the relevance of information and/or data. Students interpret information and/or data, sequence information about events, identify different perspectives, and describe cause and effect. Students engage in a range of processes when making decisions in drawing conclusions. They consider audience and purpose when selecting appropriate communication forms, including some subject-specific terminology and concepts. They reflect on findings to refine their learning.

Students recognise that Australia's democracy is based on the Westminster system, and describe the roles and responsibilities of each level of government and how laws are made.

Students identify the different ways businesses organise the provision of goods and services. They identify the factors that influence consumer decisions when making choices, and the consequences of those choices for businesses and the consumer.

Students identify the location of Asia and its major countries, in relation to Australia. They recognise the geographical and cultural diversity of places, by describing the physical and human characteristics of specific places, at the local to global scale. Students identify that people, places and environments are interconnected and describe how these interconnections lead to change.

Students explain the significance of an individual, group or event on the Federation of Australia, and identify ideas and/or influences of other systems on the development of Australia as a nation. They describe continuity and change in relation to Australia's democracy and citizenship. Students compare experiences of migration and describe the cause and effect of change on society.



# **Term 1**

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Weeks 1–8: Economics and Business

## Term 1 Week 1

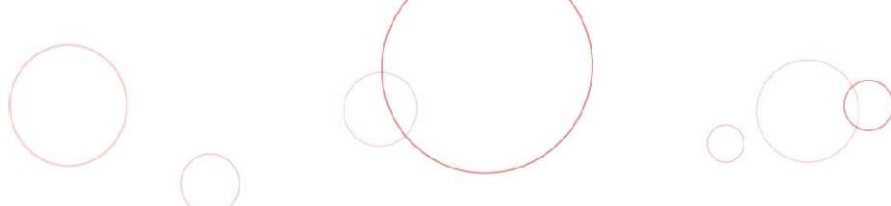
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Knowledge and understanding</b> Businesses provide goods and services in different ways to earn revenue</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Questioning and researching</b> Locate and collect information and/or data from a range of appropriate primary sources and secondary sources</p> <p>Record selected information and/or data using a variety of methods</p>	<p><b>Key concept</b> Making choices</p> <p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>• Revise what is a business</li> <li>• Revise the difference between goods and services</li> <li>• Discuss how making and selling often occur at different locations (use examples)</li> </ul> <p><b>Focus questions</b></p> <ul style="list-style-type: none"> <li>• How do you and your family ‘shop’?</li> <li>• Where does most shopping occur in Australia?</li> <li>• How is peoples’ growing access to the internet changing the operation of retail stores?</li> <li>• What are the advantages and disadvantages of online shopping?</li> <li>• How does a business earn revenue?</li> <li>• What costs does a business have to pay?</li> <li>• What is profit for a business?</li> <li>• How can a business make a profit and cover costs?</li> </ul>	<p><b>Learning experience 1</b></p> <p>Introduce the topic of businesses providing goods and services in different ways by discussing the revision points and focus questions with the class.</p> <p>Explore the ways that shopping is changing because of the internet by having students view and discuss an informative text, such as:</p> <ul style="list-style-type: none"> <li>• Slideshare – The changing face of retail in Australia <a href="https://www.slideshare.net/Smithshawnb/the-changing-face-of-retail-in-australia">https://www.slideshare.net/Smithshawnb/the-changing-face-of-retail-in-australia</a>.</li> </ul> <p>Encourage students to generate some questions they may have about the topic to make an I Wonder chart.</p> <p><b>Learning experience 2</b></p> <p>Revise the concepts of goods and services, and of making and selling at different points, by using sources such as maps of the local shopping centre, business directories, the internet, the local community newspaper, or a visit to the local business area to identify businesses operating in your community.</p> <p>Collect business cards, take photos, cut advertisements from the local newspaper or take screen shots of the websites of local businesses. Classify them on a display according to different categories, such as goods/services, profit/not-for-profit, online/mobile/physical store. Each</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<p>group could be responsible for a different classification, or it could be done as a class.</p> <p>Invite the manager/owner of a local small business into the classroom to discuss their costs and what they do to increase revenue.</p>

## Term 1 Week 2

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Knowledge and understanding</b> The impact consumer purchasing decisions can have on a family, the broader community and the environment</p> <p>Influences on consumer choices and strategies that can be used to help make informed personal consumer and financial choices</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Analysing</b> Analyse information and/or data collected</p> <p><b>Evaluating</b> Use decision-making processes, including the use of criteria to assess the possible effects</p>	<p><b>Key concepts</b> Making choices, Interdependence</p> <p><b>Teaching point</b></p> <ul style="list-style-type: none"> <li>The idea of positive and negative consequences</li> </ul> <p><b>Focus questions</b></p> <ul style="list-style-type: none"> <li>What natural resources are used in the school?</li> <li>What types of specific roles/tasks do people (human resources) do in the school?</li> <li>What capital resources can be found in the school?</li> <li>What types of specific tasks do these capital resources do?</li> </ul> <p><b>Suggested assessment point</b> Opportunity to observe students' ability to:</p> <ul style="list-style-type: none"> <li>identify a number of positive and negative impacts of purchasing decisions</li> <li>interpret the information from the videos to identify cause and effect, and make connections with prior learning</li> <li>participate in group and class decision making by sharing opinions and considering other points of view.</li> </ul>	<p><b>Learning experience 1</b> Discuss how consumers make decisions when purchasing goods and services. Use a video to elicit a discussion on the events or issues that influence consumers, such as:</p> <ul style="list-style-type: none"> <li>ABC Behind the News – Waste Ban <a href="https://www.abc.net.au/btn/classroom/waste-ban/10526432">https://www.abc.net.au/btn/classroom/waste-ban/10526432</a></li> </ul> <p>Brainstorm a list of events or issues (e.g. a hot summer, an emergency situation, concern for the environment, a drought, a building bonus from the government) that may influence consumers to buy or not to buy certain goods or services.</p> <p>Choose one of these (or allocate one per group) and have students list the goods and services that would be affected (e.g. a hot summer would mean more fans sold, less jumpers). Discuss as a class.</p> <p><b>Learning experience 2</b> View a short video to start a discussion on the idea of positive and negative impacts of purchases on the individual, environment or businesses, such as:</p> <ul style="list-style-type: none"> <li>AumSum – What does Soda do to your body? <a href="https://www.youtube.com/watch?v=Xiue6d27MKs">https://www.youtube.com/watch?v=Xiue6d27MKs</a></li> </ul>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<ul style="list-style-type: none"><li>• ABC Behind the News – Special: Waste (section on ultra-fast fashion) <a href="https://www.abc.net.au/btn/specials/waste-special/105491936">https://www.abc.net.au/btn/specials/waste-special/105491936</a></li></ul> <p>Analyse how advertisements may influence a family when making a purchase, and how this purchase may have negative or positive impacts. Guide students with Retrieval charts, Placemat activities or focus questions to find and analyse a frequently advertised product in order to:</p> <ul style="list-style-type: none"><li>• describe the advertisement and explain the techniques the company uses to appeal to the consumer</li><li>• evaluate whether or not you or your family would buy the product and why</li><li>• identify the impacts this product may have on the individual, community and environment.</li></ul> <p>Suitable examples include a fast-food meal, a pair of expensive sneakers, the latest digital device or a soft drink.</p>

## Term 1 Week 3


Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Knowledge and understanding</b> The impact consumer purchasing decisions can have on a family, the broader community and the environment</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Questioning and researching</b> Develop and refine a range of questions required to plan an inquiry Record selected information and/or data using a variety of methods</p> <p><b>Analysing</b> Analyse information and/or data collected</p> <p><b>Evaluating</b> Draw and justify conclusions, and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps</p>	<p><b>Key concepts</b> Making choices, Interdependence</p> <p><b>Teaching point</b></p> <ul style="list-style-type: none"> <li>The idea of positive and negative impacts</li> </ul> <p><b>Focus questions</b></p> <ul style="list-style-type: none"> <li>How can a purchase decision have a positive impact on an individual or family?</li> <li>How can a purchase decision have a negative impact on an individual or family?</li> <li>How can purchase decisions have a positive or negative impact on the community?</li> <li>How can purchase decisions have a positive or negative impact on the environment?</li> </ul>	<p><b>Learning experience 1 (2 hours)</b> As a springboard for this week’s topic, view and discuss an informative or persuasive video, such as:</p> <ul style="list-style-type: none"> <li>ABC Behind the News – Palm Oil Ban <a href="https://www.abc.net.au/btn/classroom/palm-oil-ban/10857510">https://www.abc.net.au/btn/classroom/palm-oil-ban/10857510</a></li> <li>ABC Behind the News – Electric Car Future <a href="https://www.abc.net.au/btn/classroom/electric-car-future/10970808">https://www.abc.net.au/btn/classroom/electric-car-future/10970808</a></li> <li>ABC Behind the News – Influencer Ads <a href="https://www.abc.net.au/btn/classroom/influencer-ads/10448634">https://www.abc.net.au/btn/classroom/influencer-ads/10448634</a></li> </ul> <p>In groups or as a class, brainstorm products that their family buys. Agree on a list of common items, e.g. lunch, TV, new car, shoes, shampoo, holiday, plants for the garden or a new phone.</p> <p>List reasons why their family buys each product and identify any reasons that may prevent them buying it.</p> <p>Students begin to develop a list of survey questions. Discuss the best type of questioning to use. An online survey generator, such as SurveyMonkey®, may be useful to see examples of different forms of questioning.</p> <p>Model the questions that students could ask each other and their parents to collect data. For example:</p>



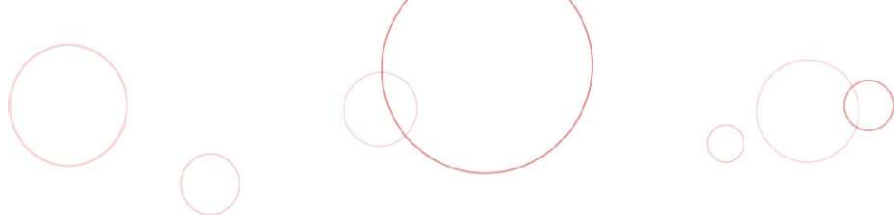
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<ul style="list-style-type: none"><li>• When you buy plants for the garden what is the most important consideration (cost, drought resistant, colour and form, availability, other)?</li><li>• When you purchase a holiday what is the most important consideration (cost, amenities available, distance, weather, pet friendly, other)?</li></ul> <p>In groups, develop survey questions to take home to ask parents. Alternatively, develop a child friendly survey for other classes, such as purchasing choices at the canteen or the choices Year 6s make when spending pocket money.</p> <p>Give students time and opportunity to collect and collate data. Model how to collate the data; for example, provide a table or template for this.</p> <p>Students draw conclusions from the data. As a class or in groups, discuss the main factors that influence people when purchasing the agreed on common items. Consider factors such as environmental impacts, value for money, brand loyalty, cost, health, etc.</p> <p>Each student writes a few paragraphs explaining: What factors do families/people think about when they make purchasing decisions?</p>

## Term 1 Week 4

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Knowledge and understanding</b> The impact consumer purchasing decisions can have on a family, the broader community and the environment</p> <p>Businesses provide goods and services in different ways to earn revenue</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Questioning and researching</b> Record selected information and/or data using a variety of methods</p> <p><b>Analysing</b> Analyse information and/or data collected</p> <p><b>Evaluating</b> Use decision-making processes, including the use of criteria to assess the possible effects</p> <p><b>Communicating and reflecting</b> Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms and using subject-specific terminology and concepts</p>	<p><b>Key concepts</b> Making choices, Scarcity</p> <p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>• The idea of positive and negative impacts</li> <li>• The link between purchasing decisions and natural resources and the environment</li> <li>• The link between purchasing decisions and the establishment and continuation of businesses</li> <li>• The shortage of resources relative to wants</li> </ul> <p><b>Focus questions (<i>The Lorax</i>)</b></p> <ul style="list-style-type: none"> <li>• What goods and services are provided?</li> <li>• What natural resources are used?</li> <li>• What is the cost of the natural resource and its impact on the business?</li> <li>• What is scarcity?</li> </ul> <p><b>Focus questions (Growers Market case study)</b></p> <ul style="list-style-type: none"> <li>• Why are growers/farmers markets popular?</li> <li>• How might the rise of one business impact other businesses in the area (e.g. a large supermarket's impact on smaller retail shops; a growers market's impact on a local greengrocer)?</li> <li>• How can purchase decisions impact the community (e.g. availability of products, transportation, jobs, types of shopping available)?</li> </ul>	<p><b>Learning experience 1 (2 hours)</b></p> <p>Consider how purchasing and business decisions impact the environment by reading <i>The Lorax</i> by Dr Seuss to students.</p> <p>Discuss <i>The Lorax</i> by Dr Seuss and facilitate comprehension.</p> <p>Allocate students to groups and present each group with one of these topics to discuss.</p> <ul style="list-style-type: none"> <li>• What is the dilemma that occurs in the text? Why does it happen?</li> <li>• How could the economic needs of the business be met in a more sustainable way?</li> <li>• What were the needs of the other creatures in the forest? How could the business have been more considerate of this?</li> <li>• How did the business operation change the environment?</li> <li>• What technology could the business have used to make it more sustainable?</li> </ul> <p>Bring groups back together to discuss their findings.</p> <p>Return students to their groups to devise a business solution that would have made the business more sustainable. This plan could take the form of a concept map or flow chart.</p>



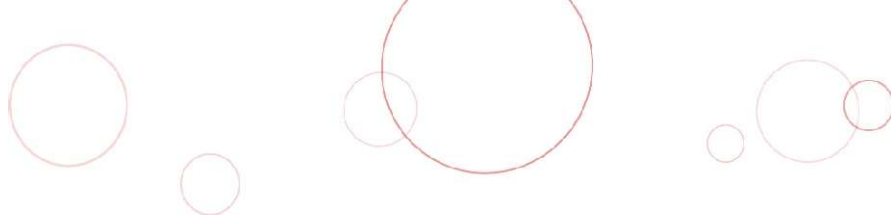
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<ul style="list-style-type: none"> <li>How can purchase decisions impact the environment (e.g. destruction of habitat for more buildings and roads, pollution, water use)?</li> </ul>	<p>Flow charts can be completed digitally, on paper or in a template. Teachers can decide if students need this modelled.</p> <p>Use a Gallery walk or discussion for students to share their ideas.</p> <p><b>Alternative learning experience</b></p> <p>Case study: Growers Markets. Explore what accounts for the increasing number of growers markets in Australian cities, and the impact on individuals, the community and the environment.</p> <p>View texts about growers markets, such as:</p> <ul style="list-style-type: none"> <li>The Freo Farmers Market website <a href="http://www.freofarmersmarket.com.au">http://www.freofarmersmarket.com.au</a></li> <li>WAtoday – The rise of farmers markets in WA <a href="https://www.watoday.com.au/national/western-australia/the-rise-of-farmers-markets-in-wa-20140513-zrbfv.html">https://www.watoday.com.au/national/western-australia/the-rise-of-farmers-markets-in-wa-20140513-zrbfv.html</a>.</li> </ul> <p>Students record and interpret the information from the texts using teacher developed Retrieval charts or other graphic organisers. Students write a summary to answer the question: How do Growers Markets impact on individuals, the community and the environment?</p> <p><b>Optional cross-curricular learning experience</b></p> <p>Students work in pairs or small groups to design a market stall that produces sustainable products or services. They</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<p>should draw and label what it could look like; list the goods or services they would offer; list the resources they may need to source; and explain how they would appeal to customers and minimise their impact on the environment.</p> <p>Students participate in a Gallery walk, and each pair briefly explains their concept to the class.</p>

## Term 1 Week 5

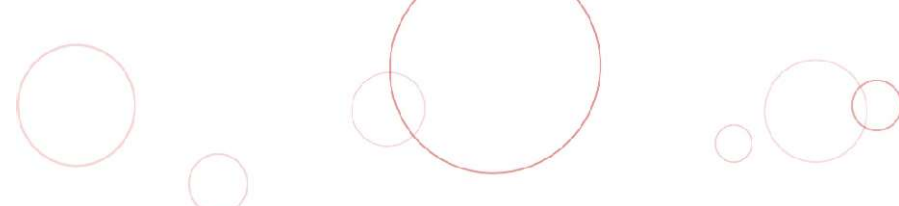
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Knowledge and understanding</b> The impact consumer purchasing decisions can have on a family, the broader community and the environment</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Analysing</b> Analyse information and/or data collected</p> <p><b>Communicating and reflecting</b> Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms and using subject-specific terminology and concepts</p> <p>Reflect on learning, identify new understandings and act on findings in different ways</p>	<p><b>Key concepts</b> Making choices, Interdependence, Scarcity</p> <p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>• The benefits to the community when purchasing from local business compared to large multinational companies</li> <li>• The link between purchasing decisions and natural resources and the environment</li> <li>• The link between purchasing decisions and the establishment and continuation of businesses</li> </ul> <p><b>Focus questions</b></p> <ul style="list-style-type: none"> <li>• How can purchase decisions impact on the community? (e.g. availability of products, transportation, jobs, types of shopping available)</li> <li>• How can purchase decisions impact on the environment? (e.g. destruction of habitat for more buildings and roads, pollution, water use)</li> </ul>	<p><b>Learning experience 1 (2 hours)</b></p> <p>Using a map or by going on a walk, list the main local businesses that operate in the immediate community. Next to each business, record whether they provide goods or services and whether they are a local business or part of a wider chain.</p> <p>Use this list to develop a survey sheet to get the students to survey each other and their families about the businesses they use, e.g. where they get bread, petrol, electric goods, health services.</p> <p>Use the survey to ascertain how many people support truly local businesses. Ask the question: what will happen if people don't buy from local businesses?</p> <p>After a discussion, have students create a poster or television advertisement that advocates for people to support local business.</p>



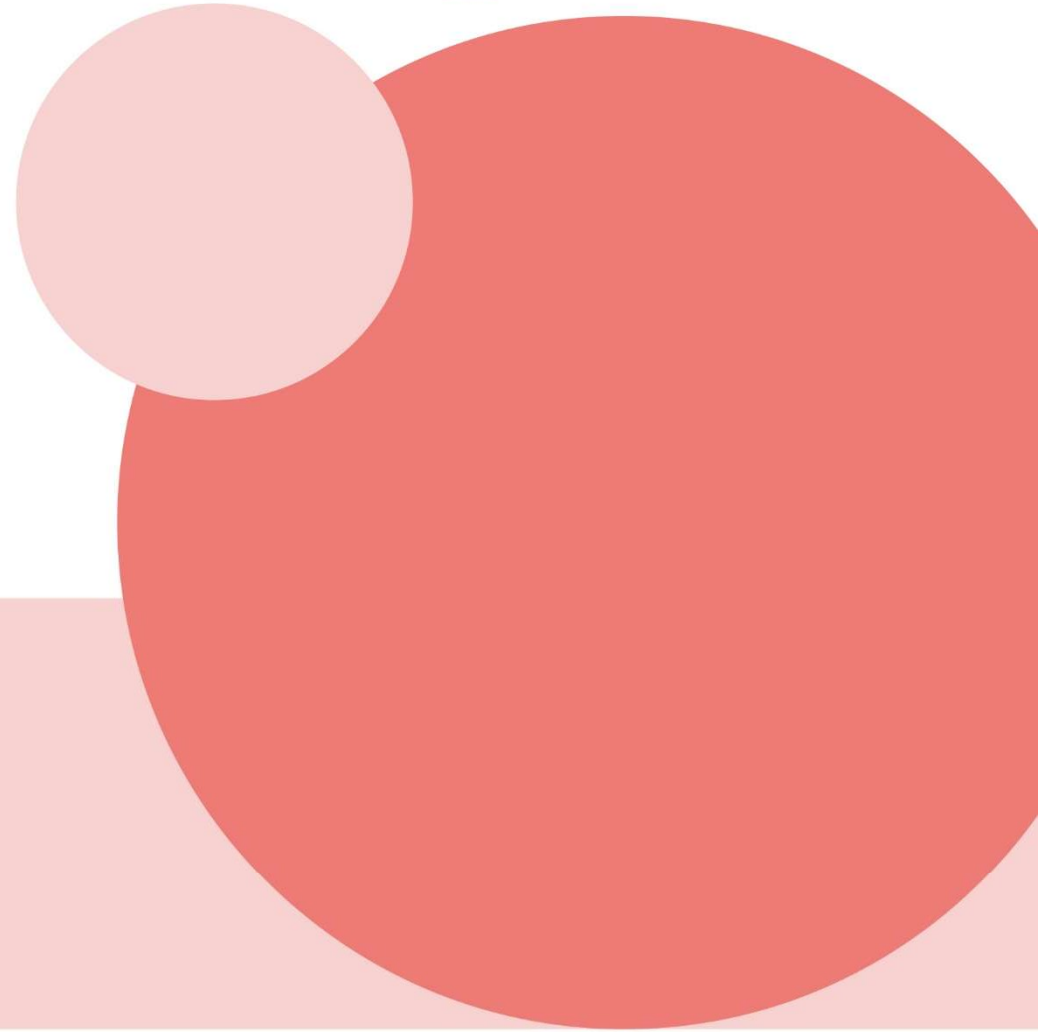
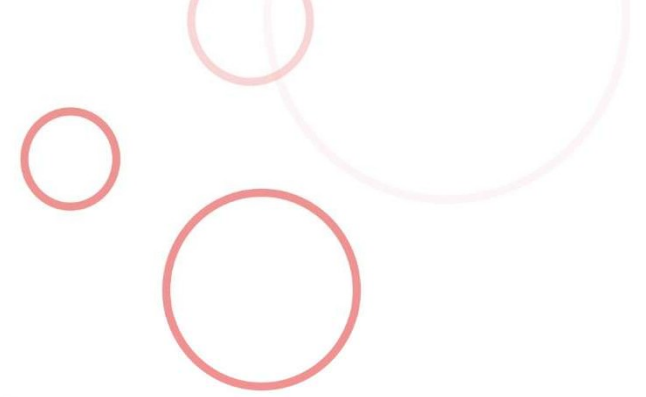
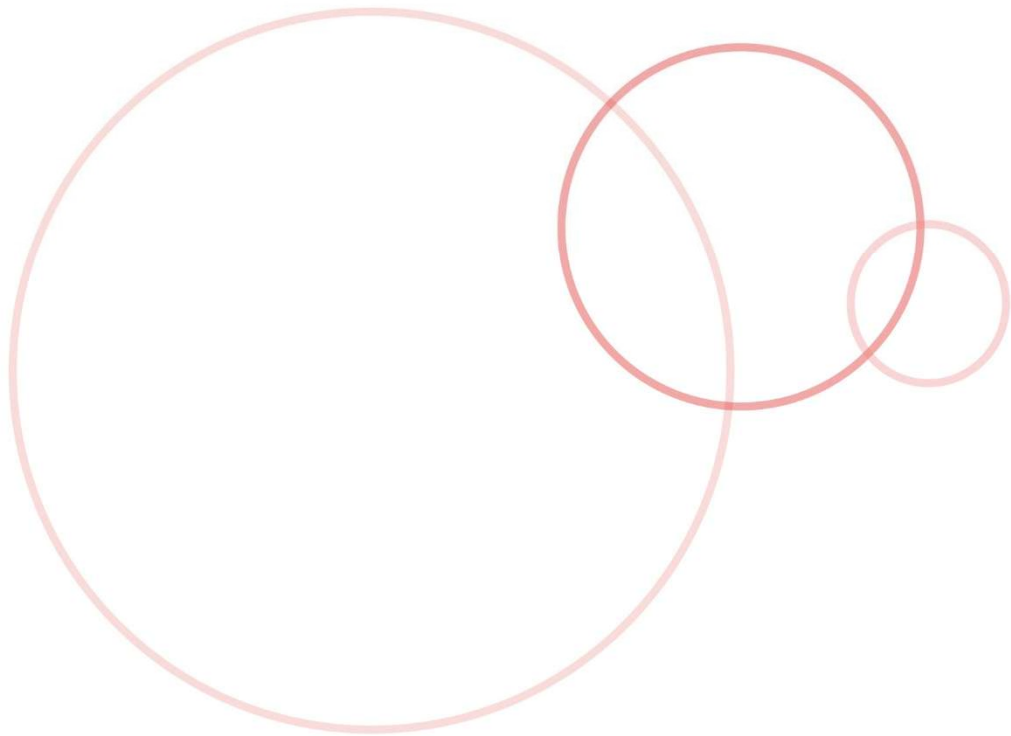
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<p><b>Alternative learning experience</b></p> <p>Explore a sustainability movement that aims to influence people’s purchasing decisions, such as:</p> <ul style="list-style-type: none"><li>• <i>Meat Free Monday</i> campaign <a href="https://meatfreemondays.com/">https://meatfreemondays.com/</a></li></ul> <p>Use the <i>Why it matters tab</i> to explore the impact eating less meat would have on the local community and the environment.</p> <p>Students brainstorm other things consumers can do to lessen their impact on the natural environment, such as choosing renewable energy, choosing not to use plastic bottles or choosing not to buy fast fashion.</p> <p>Working in small groups, have the students choose one of the following to research and present to the class as an oral report to outline the impacts it has on the community and environment:</p> <ul style="list-style-type: none"><li>• taking public transport</li><li>• buying an electric car instead of a petrol car</li><li>• buying recycled or vintage clothing instead of new</li><li>• buying less meat</li><li>• buying organic food</li><li>• choosing to buy locally instead of from the internet</li></ul>

## Term 1 Weeks 6–8

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Knowledge and understanding</b> The impact consumer purchasing decisions can have on a family, the broader community and the environment</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Questioning and researching</b> Develop and refine a range of questions required to plan an inquiry Record selected information and/or data using a variety of methods</p> <p><b>Evaluating</b> Draw and justify conclusions, and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps</p> <p><b>Communicating and reflecting</b> Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms and using subject-specific terminology and concepts</p>	<p><b>Key concepts</b> Making choices, Scarcity</p> <p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>• The link between purchasing decisions and natural resources and the environment</li> <li>• The link between purchasing decisions and the establishment and continuation of businesses</li> <li>• The impact that consumers purchasing decisions may have on a family and the broader community</li> </ul> <p><b>Focus questions</b></p> <ul style="list-style-type: none"> <li>• What factors might we consider before purchasing an item?</li> <li>• Do these factors change depending on the items we are considering purchasing?</li> <li>• Which of these factors are most important to consider before making a purchase, and why?</li> <li>• How much does the convenience of having the item influence your decision to purchase it?</li> <li>• How important are the benefits of an item as a deciding factor?</li> <li>• How can purchase decisions impact on the environment (e.g. destruction of habitat, building of more infrastructure, pollution, water use, buildings)?</li> </ul>	<p><b>Learning experience 1</b> Assessment task – The cost of plastic (Appendix B) The assessment task will take six hours to complete.</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<ul style="list-style-type: none"><li>• If the item purchased could cause harm to the environment, would you still purchase it?</li><li>• When does the cost to the environment become more important than the benefit you get when you are considering purchasing an item?</li></ul>	



## **Term 2**

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Weeks 1–8: Civics and Citizenship

## Term 2 Week 1

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Knowledge and understanding</b> The key institutions of Australia's democratic system of government based on the Westminster system, including the monarchy, parliaments and courts</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Questioning and researching</b> Identify current understandings, consider possible misconceptions and identify personal views on a topic</p> <p>Locate and collect information and/or data from a range of appropriate primary sources and secondary sources</p> <p>Record selected information and/or data using a variety of methods</p>	<p><b>Key concepts</b> Democracy, the Westminster system</p> <p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>The origins of Australia's system of government – Britain/United States of America (USA) and the influence of the Magna Carta on modern democracies</li> <li>How the Westminster system is central to Australia's system of government at the Commonwealth and State level</li> <li>Key features of the Westminster system that affect the operation of the levels of government</li> </ul> <p><b>Focus questions</b></p> <ul style="list-style-type: none"> <li>What is the Magna Carta?</li> <li>Why was it created?</li> <li>What does it say?</li> <li>How has it influenced our democracy?</li> <li>What are some roles and responsibilities of the three levels of government – Executive (the monarchy/Governor-General or governor), Legislature (the two houses of parliament), Judiciary (the courts in Australia and/or Western Australia)?</li> </ul>	<p><b>Learning experience 1 (2 hours)</b> Provide students with a number of focus questions and/or a KWL chart or a RAN chart (Appendix A). Watch the videos:</p> <ul style="list-style-type: none"> <li>Parliamentary Education Office – The Constitution <a href="https://peo.gov.au/understand-our-parliament/how-parliament-works/the-australian-constitution/the-constitution/">https://peo.gov.au/understand-our-parliament/how-parliament-works/the-australian-constitution/the-constitution/</a></li> <li>ABC Education – The House In Session, Ep 3: The Westminster system and borrowed traditions <a href="https://www.abc.net.au/education/the-house-in-session-ep-3-the-westminster-system-and-borrowed-t/13681022">https://www.abc.net.au/education/the-house-in-session-ep-3-the-westminster-system-and-borrowed-t/13681022</a></li> </ul> <p>Use the KWL or RAN organisers to record information prior to, during and after viewing. Discuss as a class or in groups. Use the misconceptions and questions (wonderings) to create a wall of questions for ongoing discussion and investigation.</p>



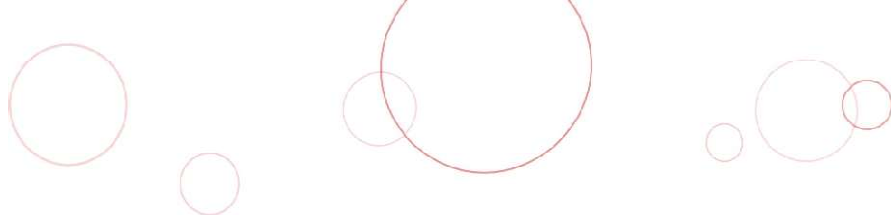
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<p><b>Suggested assessment point</b> Use the KWL (know, want to know, learned)/RAN (reading and analysing non-fiction) charts (Appendix A) as an ongoing formative assessment.</p>	

## Term 2 Week 2

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Knowledge and understanding</b> The key institutions of Australia's democratic system of government based on the Westminster system, including the monarchy, parliaments and courts</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Questioning and researching</b> Identify current understandings, consider possible misconceptions and identify personal views on a topic</p> <p>Locate and collect information and/or data from a range of appropriate primary sources and secondary sources</p> <p>Record selected information and/or data using a variety of methods</p>	<p><b>Key concepts</b> Democracy, the Westminster system</p> <p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>The origins of Australia's system of government – Britain/United States of America (USA) and the influence of the Magna Carta on modern democracies</li> <li>How the Westminster system is central to Australia's system of government at the Commonwealth and state level</li> <li>Key features of the Westminster system that affect the operation of the levels of government</li> </ul> <p><b>Focus questions</b></p> <ul style="list-style-type: none"> <li>How has the Westminster system influenced our democracy?</li> <li>What are some roles and responsibilities of the three levels of government – Executive (the monarchy/Governor-General or governor), Legislature (the two houses of parliament), Judiciary (the courts in Australia and/or Western Australia)?</li> </ul> <p><b>Suggested assessment point</b> Use the KWL/RAN charts (Appendix A) as an ongoing formative assessment.</p>	<p><b>Learning experience 1</b> Gather, organise and interpret information about the key institutions of Australia's democratic system by reading the following fact sheet:</p> <ul style="list-style-type: none"> <li>Parliamentary Education Office – Australian Parliament <a href="https://peo.gov.au/understand-our-parliament/introducing-our-parliament/australian-parliament/">https://peo.gov.au/understand-our-parliament/introducing-our-parliament/australian-parliament/</a>.</li> </ul> <p>Add information to the KWL or RAN chart and the question wall started in the previous lesson. Discuss as a class.</p> <p><b>Learning experience 2</b> Use collaborative structures, such as Placemats or Expert Groups to view, read, and find information to answer the focus questions.</p> <p>Share in a discussion or call out.</p> <p>Address any misconceptions and have all students write a paragraph or create a graphic summarising their learning to date.</p>

## Term 2 Week 3

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Knowledge and understanding</b> The roles and responsibilities of the three levels of government</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Questioning and researching</b> Record selected information and/or data using a variety of methods</p> <p><b>Evaluating</b> Draw and justify conclusions, and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps</p> <p><b>Communicating and reflecting</b> Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms and using subject-specific terminology and concepts</p>	<p><b>Key concepts</b> Democracy, Democratic values, the Westminster system</p> <p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>• Key features of the Westminster system that affect the operation of the levels of government</li> <li>• The responsibilities of the local, state and federal government</li> </ul> <p><b>Focus questions</b></p> <ul style="list-style-type: none"> <li>• What is representative government?</li> <li>• What are the responsibilities of the three levels of government?</li> <li>• How do the three levels of Australian government work together and separately? (Federalism)</li> </ul>	<p><b>Learning experience 1 (2 hours)</b></p> <p>Investigate the responsibilities of each level of government (e.g. health, postal services, water, education, immigration) and build lists of services and responsibilities at each level.</p> <p>In pairs, students play the Three levels of government game and create a list of services and responsibilities provided at each level:</p> <ul style="list-style-type: none"> <li>• Parliamentary Education Office – Three levels of government game <a href="https://peo.gov.au/sub-site/three-levels-of-government-game/index.html">https://peo.gov.au/sub-site/three-levels-of-government-game/index.html</a>.</li> </ul> <p>Provide a range of resources to enable students to add to their lists:</p> <ul style="list-style-type: none"> <li>• Parliamentary Education Officer – The responsibilities of the three levels of government <a href="https://peo.gov.au/understand-our-parliament/how-parliament-works/three-levels-of-government/the-responsibilities-of-the-three-levels-of-government">https://peo.gov.au/understand-our-parliament/how-parliament-works/three-levels-of-government/the-responsibilities-of-the-three-levels-of-government</a></li> <li>• ABC Education – Australia Votes: Understanding the three levels of government <a href="https://www.abc.net.au/education/learn-english/australia-votes-learn-about-three-levels-of-government/11073206">https://www.abc.net.au/education/learn-english/australia-votes-learn-about-three-levels-of-government/11073206</a></li> </ul>



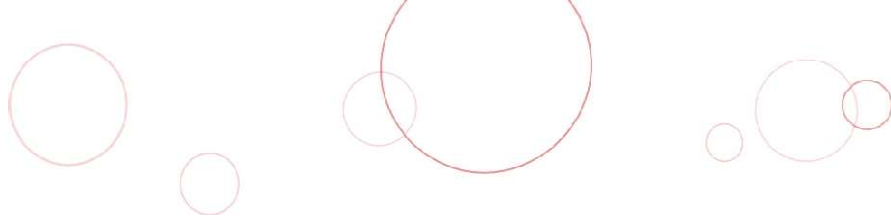
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<ul style="list-style-type: none"><li>• Parliamentary Education Office – Three levels of government <a href="https://peo.gov.au/understand-our-parliament/how-parliament-works/three-levels-of-government/">https://peo.gov.au/understand-our-parliament/how-parliament-works/three-levels-of-government/</a>.</li></ul> <p>Students use their lists to create a visual representation of the three levels of government.</p> <p>This could be done in small groups and culminate in a Gallery walk where groups share their knowledge with the class.</p> <p>Alternatively, students work individually to create a Triarama (see video resource for teacher use, Appendix A).</p> <p><b>Suggested ongoing activity</b></p> <p>Discuss how government decisions and legislation are made by finding articles in the media, such as a debate about the position of a new skateboard or the creation of a new road. Create a wall to categorise and display under the headings: local, state and federal responsibilities.</p>

## Term 2 Week 4

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Knowledge and understanding</b> How laws are initiated and passed through the federal parliament</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Questioning and researching</b> Record selected information and/or data using a variety of methods</p> <p><b>Analysing</b> Analyse information and/or data collected</p> <p><b>Evaluating</b> Draw and justify conclusions, and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps</p> <p><b>Communicating and reflecting</b> Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms and using subject-specific terminology and concepts</p>	<p><b>Key concepts</b> The Westminster system, Participation, Rights and responsibilities</p> <p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>• The difference between a law and a bill</li> <li>• Where bills can originate; the role of executive government in developing bills; and how the public service works with ministers to prepare new laws</li> </ul> <p><b>Focus questions</b></p> <ul style="list-style-type: none"> <li>• How are laws made?</li> <li>• What are the stages in the legislative process in Australian parliaments?</li> <li>• What role do political parties, pressure groups and community groups play in the legislative process, including the sources of legislation?</li> <li>• How is the individual involved in the legislative process?</li> </ul> <p><b>Suggested assessment point</b> Teachers could use a Think–Pair–Share activity, guided by the focus questions, to assess student understanding.</p>	<p><b>Learning experience 1 (2 hours)</b> Provide graphic organisers, such as Retrieval charts, to record information while viewing/reading some of these following to explore how laws are made:</p> <ul style="list-style-type: none"> <li>• ABC Behind the News – BTN: Passing a bill in parliament <a href="https://www.abc.net.au/education/btn-passing-a-bill-in-parliament/13682070">https://www.abc.net.au/education/btn-passing-a-bill-in-parliament/13682070</a></li> <li>• Public Library Services, State Library of NSW – How laws are made – Parliament <a href="https://www.youtube.com/watch?v=NhYpkVclXbA">https://www.youtube.com/watch?v=NhYpkVclXbA</a></li> <li>• Parliamentary Education Office – The usual path of a bill <a href="https://peo.gov.au/understand-our-parliament/how-parliament-works/bills-and-laws/the-usual-path-of-a-bill">https://peo.gov.au/understand-our-parliament/how-parliament-works/bills-and-laws/the-usual-path-of-a-bill</a></li> </ul> <p>Discuss the information gathered, using the focus questions as a guide. Provide opportunities for students to reflect on their learning and suggest additional questions to add to a Graffiti or I wonder wall.</p>

## Term 2 Week 5

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Knowledge and understanding</b> How laws are initiated and passed through the federal parliament</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Evaluating</b> Draw and justify conclusions, and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps</p> <p><b>Communicating and reflecting</b> Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms and using subject-specific terminology and concepts</p>	<p><b>Key concepts</b> The Westminster system, Participation, Rights and responsibilities</p> <p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>• The difference between a law and a bill</li> <li>• Where bills can originate; the role of executive government in developing bills; and how the public service works with ministers to prepare new laws</li> </ul> <p><b>Focus questions</b></p> <ul style="list-style-type: none"> <li>• Who represents this area in the Legislative Council?</li> <li>• Who represents this area in the Legislative Assembly?</li> <li>• What should you know about these people?</li> </ul>	<p><b>Learning experience 1</b> Working in collaborative groups, write five questions that could be asked of a member of the local, state or federal government about how laws are initiated or passed.</p> <p>Set up the task by brainstorming ideas or modelling questions.</p> <p>Choose one of the following:</p> <ul style="list-style-type: none"> <li>• invite a Member of Parliament into class for the students to interview</li> <li>• organise a visit to parliament</li> <li>• email questions to a representative.</li> </ul> <p>Students summarise the answers that are provided.</p> <p><b>Learning experience 2</b> Have students visit the following websites:</p> <ul style="list-style-type: none"> <li>• Western Australian Electoral Commission – Find your electorate <a href="https://www.elections.wa.gov.au/electorates/find-your-electorate">https://www.elections.wa.gov.au/electorates/find-your-electorate</a></li> <li>• Parliament of Western Australia – Get involved <a href="https://www.parliament.wa.gov.au/parliament/memblist.nsf/Getinvolved">https://www.parliament.wa.gov.au/parliament/memblist.nsf/Getinvolved</a></li> </ul> <p>Students are to find out their:</p> <ul style="list-style-type: none"> <li>• electoral district</li> </ul>



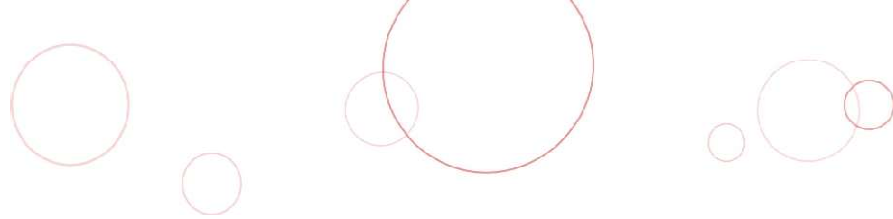
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<ul style="list-style-type: none"><li>• electoral region</li><li>• Member of Parliament (MP).</li></ul> <p>Find information about the MPs that represent your area, such as their party, position in parliament, special interests and so on.</p>

## Term 2 Week 6

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Knowledge and understanding</b> How laws are initiated and passed through the federal parliament</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Evaluating</b> Draw and justify conclusions, and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps</p> <p><b>Communicating and reflecting</b> Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms and using subject-specific terminology and concepts</p>	<p><b>Key concepts</b> The Westminster system, Participation, Rights and responsibilities</p> <p><b>Teaching point</b></p> <ul style="list-style-type: none"> <li>Where bills can originate; the role of executive government in developing bills; and how the public service works with ministers to prepare new laws</li> </ul> <p><b>Focus questions</b></p> <ul style="list-style-type: none"> <li>How are laws made?</li> <li>What are the stages in the legislative process in Australian parliaments?</li> <li>What role do political parties, pressure groups and community groups play in the legislative process, including the sources of legislation?</li> <li>How is the individual involved in the legislative process?</li> </ul>	<p><b>Learning experience 1 (2 hours)</b> Use the pre-prepared role play provided by the Parliamentary Education Office in the link below to highlight the stages in the legislative process in the Australian Parliament.</p> <ul style="list-style-type: none"> <li>Parliamentary Education Office – Make a law: House of Representatives <a href="https://peo.gov.au/teach-our-parliament/classroom-activities/parliamentary-processes-and-practices/make-a-law-house-of-representatives/">https://peo.gov.au/teach-our-parliament/classroom-activities/parliamentary-processes-and-practices/make-a-law-house-of-representatives/</a></li> </ul>

## Term 2 Week 7

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Knowledge and understanding</b> The key institutions of Australia's democratic system of government based on the Westminster system, including the monarchy, parliaments and courts</p> <p>The roles and responsibilities of the three levels of government</p> <p>How laws are initiated and passed through the federal parliament</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Evaluating</b> Draw and justify conclusions, and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps</p> <p><b>Communicating and reflecting</b> Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms and using subject-specific terminology and concepts</p>	<p><b>Key concepts</b> Democracy, Democratic values, the Westminster system, Participation, Rights and responsibilities</p> <p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>• Revise the key features of the Westminster system that affect the operation of the levels of government</li> <li>• Revise the roles and responsibilities of local, state and federal government</li> <li>• Revise where bills can originate; the role of executive government in developing bills; and how the public service works with ministers to prepare new laws</li> </ul> <p><b>Focus questions</b></p> <ul style="list-style-type: none"> <li>• What is representative government?</li> <li>• What are the responsibilities of the three levels of government?</li> <li>• How do the three levels of Australian government work together and separately? (Federalism)</li> <li>• How are laws made?</li> <li>• What are the stages in the legislative process in Australian parliaments?</li> <li>• What role do political parties, pressure groups and community groups play in the legislative process, including the sources of legislation?</li> </ul>	<p><b>Learning experience 1 (2 hours)</b></p> <p>This week has been allocated for consolidation and revision.</p> <p>Have the students work with partners to write a number of quiz questions based on the work that has been done this term. They must include an answer with a reference.</p> <p>Once complete, the teacher should collate the questions and present as a quiz to the class. This could be done with a 'quiz night' structure where students work in small groups.</p> <p>Include some visual questions such as "Who is this?" accompanying images of prominent or local politicians.</p>

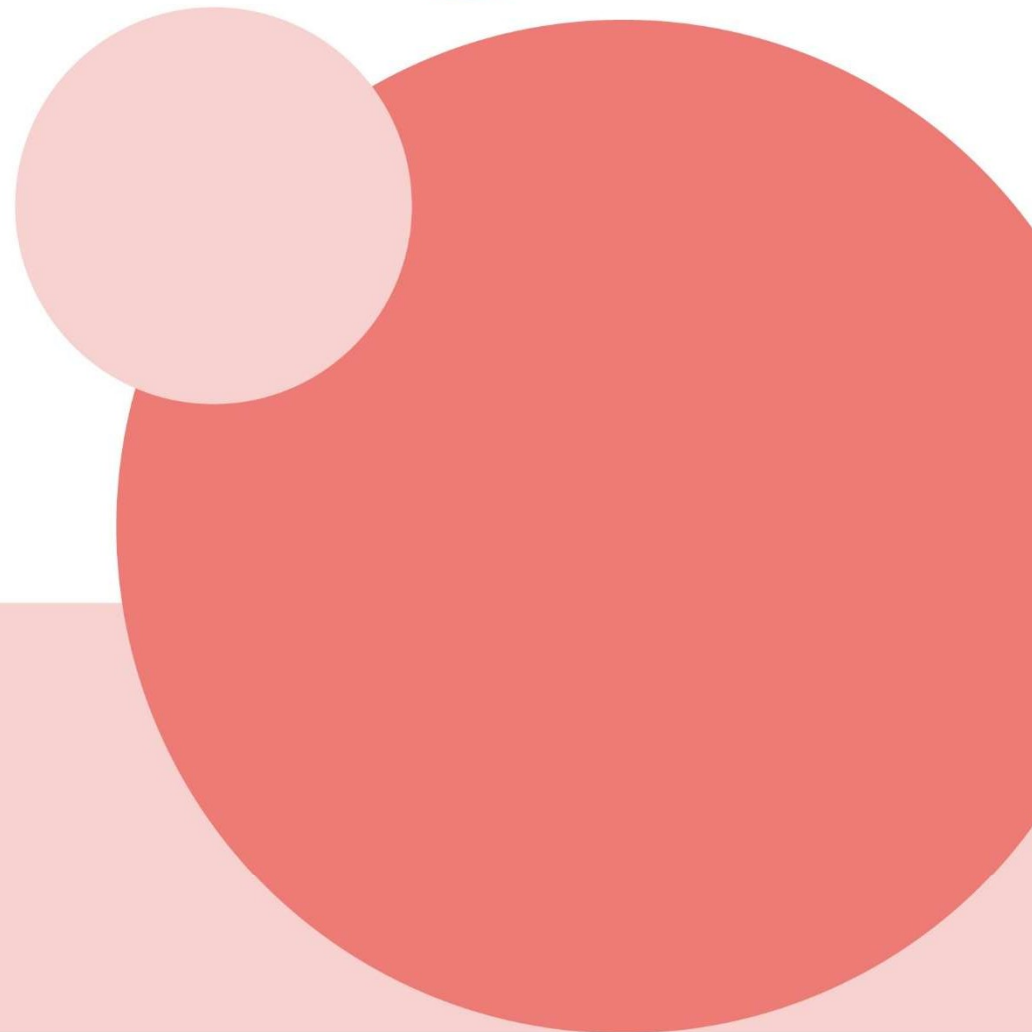
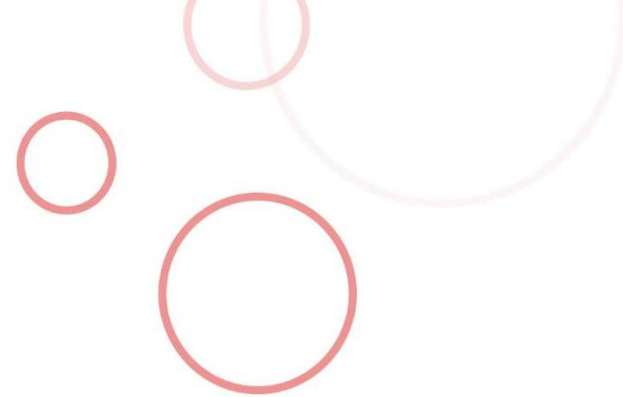
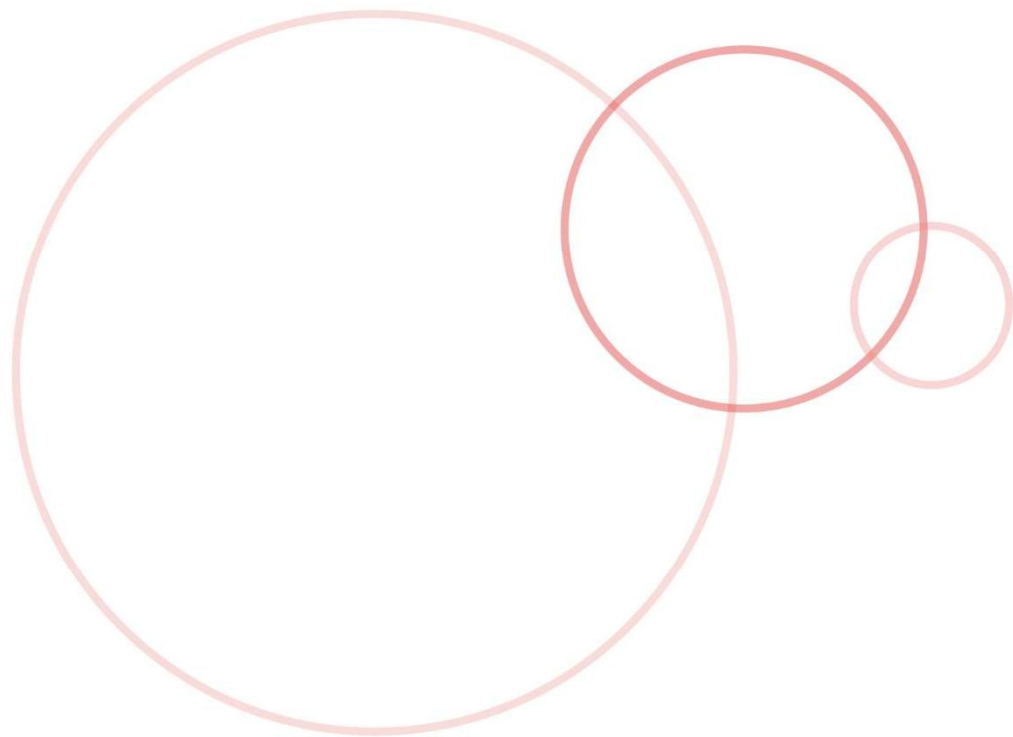


Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<ul style="list-style-type: none"><li>• How is the individual involved in the legislative process?</li></ul>	

## Term 2 Week 8

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Knowledge and understanding</b> How laws are initiated and passed through the federal parliament</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Evaluating</b> Draw and justify conclusions, and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps</p> <p><b>Communicating and reflecting</b> Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms and using subject-specific terminology and concepts</p>	<p><b>Key concepts</b> The Westminster system, Participation, Rights and responsibilities</p> <p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>• Where bills can originate; the role of executive government in developing bills; and how the public service works with ministers to prepare new laws</li> </ul> <p><b>Focus questions</b></p> <ul style="list-style-type: none"> <li>• How are laws made?</li> <li>• What are the stages in the legislative process in Australian parliaments?</li> <li>• What role do political parties, pressure groups and community groups play in the legislative process, including the sources of legislation?</li> <li>• How is the individual involved in the legislative process?</li> </ul>	<p>This week has been allocated to an assessment.</p> <ul style="list-style-type: none"> <li>• School Curriculum and Standards Authority – Humanities and Social Sciences Year 6 Sample Assessment Task Civics and Citizenship, Making a Law <a href="https://k10outline.scsa.wa.edu.au/_data/assets/pdf_file/0005/477590/HASS-Civics-and-Citizenship-Year-6-Assessment-Activity-Making-a-law.PDF">https://k10outline.scsa.wa.edu.au/_data/assets/pdf_file/0005/477590/HASS-Civics-and-Citizenship-Year-6-Assessment-Activity-Making-a-law.PDF</a></li> </ul>





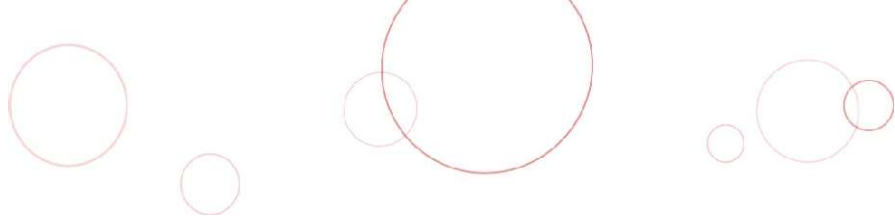
## **Term 3**

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Weeks 1–8: History

## Term 3 Week 1

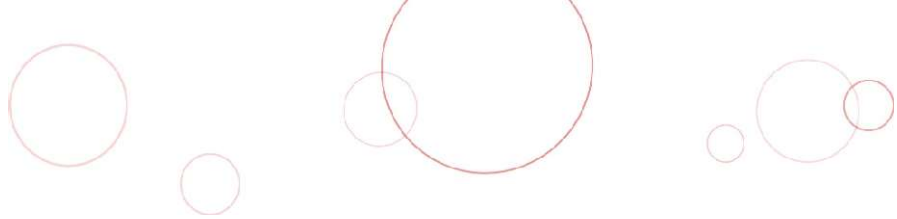
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Knowledge and understanding</b> Key figures, ideas and events that led to Australia’s Federation and Constitution, including British and American influences on Australia’s system of law and government</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Questioning and researching</b> Locate and collect information and/or data from a range of appropriate primary sources and secondary sources</p> <p><b>Analysing</b> Analyse information and/or data collected</p> <p><b>Communicating and reflecting</b> Reflect on learning, identify new understandings and act on findings in different ways</p>	<p><b>Key concepts</b> Sources, Evidence, Continuity and change, Cause and effect</p> <p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>Review the meaning of colony</li> <li>Discuss the idea of Federation</li> <li>Explore the reasons for Federation</li> </ul> <p><b>Focus questions</b></p> <ul style="list-style-type: none"> <li>What ideas were drawn from Britain and the USA when writing the Constitution?</li> <li>Why did the first referendum of 1898 fail?</li> <li>How was a trip between states different in the late 1800s?</li> <li>How was Australia different from what it is now?</li> <li>Who was Henry Parkes?</li> <li>What was the outcome of the Tenterfield Oration?</li> <li>Why did delegates from New Zealand attend the 1891 Federal Convention?</li> <li>What was the outcome of the Corowa Conference?</li> <li>Why didn’t the idea of Federation take off?</li> <li>What were some of the concerns of the states?</li> <li>When did Western Australia join the Federation?</li> <li>Who was Edmund Barton?</li> </ul>	<p><b>Learning experience 1</b> View the video:</p> <ul style="list-style-type: none"> <li>ABC Behind the News – Federation <a href="https://www.abc.net.au/btn/classroom/federation/10528704">https://www.abc.net.au/btn/classroom/federation/10528704</a>.</li> </ul> <p>Provide students with focus questions and repeat viewing to allow students to find information.</p> <p>Discuss in groups or as a whole class.</p> <p>Identify knowledge and clarify misconceptions.</p> <p>Students develop questions and add them to an I wonder wall for later research or discussion.</p> <p><b>Learning experience 2</b> Provide students with a list of key events related to Australia’s Federation from 1889 to 1901. A list of events can be found at:</p> <ul style="list-style-type: none"> <li>Museum of History NSW – Federation Timeline <a href="https://mhnsw.au/guides/federation-timeline/">https://mhnsw.au/guides/federation-timeline/</a></li> </ul> <p>Support students to work in groups to place these on a timeline and add a brief description or explanation of the event.</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<ul style="list-style-type: none"><li>• What groups were left out or disadvantaged by Federation and the constitution?</li><li>• Why was Western Australia reluctant to join the Federation movement?</li></ul>	Give students access to texts and computers to find this information. Once timelines are complete, discuss as a class.

## Term 3 Week 2

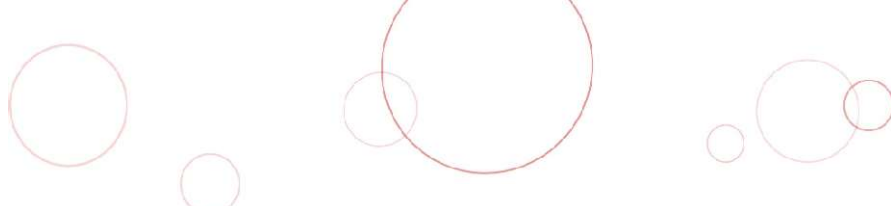
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Knowledge and understanding</b> Key figures, ideas and events that led to Australia’s Federation and Constitution, including British and American influences on Australia’s system of law and government</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Questioning and researching</b> Develop and refine a range of questions required to plan an inquiry  Locate and collect information and/or data from a range of appropriate primary sources and secondary sources</p> <p><b>Communicating and reflecting</b> Reflect on learning, identify new understandings and act on findings in different ways</p>	<p><b>Key concepts</b> Sources, Evidence, Cause and effect, Continuity and change</p> <p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>Identify key figures involved in Australia’s federation</li> <li>Explain the contributions of key figures to the development of Australia’s constitution</li> </ul> <p><b>Focus questions</b></p> <ul style="list-style-type: none"> <li>Who was Sir Henry Parkes?</li> <li>What beliefs did he hold?</li> <li>What was his role in the Federation movement?</li> <li>How influential was he?</li> <li>What did he do to further his cause?</li> </ul>	<p><b>Learning experience 1 (2 hours)</b> Investigate a key figure in the Federation process. Use Sir Henry Parkes as a model for instruction. Later, students will work in groups to investigate another prominent figure.</p> <p>Model how to write focus questions: who, where, what, why, when and how. Students answer the focus questions while viewing an informative text, such as:</p> <ul style="list-style-type: none"> <li>ABC – Radio National: Sir Henry Parkes’s Tenterfield Oration, 1889 <a href="https://www.abc.net.au/education/radio-national-sir-henry-parkess-tenterfield-oration-1889/13919032">https://www.abc.net.au/education/radio-national-sir-henry-parkess-tenterfield-oration-1889/13919032</a></li> </ul> <p>Discuss the answers as a class and write questions for further clarification or research. Add any new questions to the I wonder wall, if applicable.</p> <p>Allocate students to expert groups to write up to five focus questions about other prominent figures, such as Edmund Barton, John Quick or George Reid and find the answers for them.</p> <p>Provide texts (Appendix A) and/or access to computers.</p> <p>Guide students’ research as needed.</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		Each group presents their findings to the class in an appropriate format, such as a formal or informal oral presentation, a biography, a diary entry or a written report.

## Term 3 Week 3

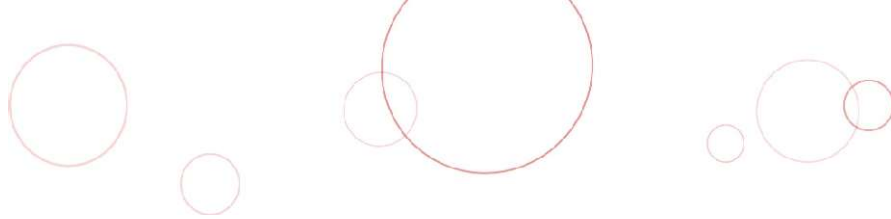
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Knowledge and understanding</b> Key figures, ideas and events that led to Australia’s Federation and Constitution, including British and American influences on Australia’s system of law and government</p> <p>Changes in Australia’s political system and to Australian citizenship after Federation and throughout the 20th century that impacted Aboriginal and Torres Strait Islander peoples, migrants, women and children</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Questioning and researching</b> Locate and collect information and/or data from a range of appropriate primary sources and secondary sources</p> <p>Record selected information and/or data using a variety of methods</p> <p><b>Analysing</b> Develop and use criteria to determine the relevancy of information</p>	<p><b>Key concepts</b> Sources, Evidence, Democracy, Continuity and change</p> <p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>Identify key British and American ideas that influenced Australia’s system of law and government</li> <li>Examine primary sources to explore Australia’s federation</li> </ul> <p><b>Focus questions</b></p> <p><b>Learning experience 1</b></p> <ul style="list-style-type: none"> <li>What ideas were drawn from Britain and the United States of America when writing the constitution?</li> </ul> <p><b>Learning experience 2</b></p> <ul style="list-style-type: none"> <li>What is a source?</li> <li>Are some types of sources better than others? Is a primary source more informative/more reliable than a secondary source? Why/why not?</li> <li>In what ways do sources present facts?</li> <li>What are some of the difficulties with using a source as evidence of the past?</li> <li>What has changed since Federation?</li> <li>Have attitudes changed?</li> <li>What causes people/society/attitudes to change?</li> <li>Why might some aspects of society not change?</li> </ul>	<p><b>Learning experience 1</b> Explore the British and American influence on Australia’s system of law and government.</p> <p>View the video:</p> <ul style="list-style-type: none"> <li>ABC. The House In Session, Ep 3: The Westminster system and borrowed traditions <a href="https://www.abc.net.au/education/the-house-in-session-ep-3-the-westminster-system-and-borrowed-t/13681022">https://www.abc.net.au/education/the-house-in-session-ep-3-the-westminster-system-and-borrowed-t/13681022</a></li> </ul> <p>During the video, students write key points and use these to write a brief summary of the information.</p> <p>Review knowledge about the Magna Carta with a Call out.</p> <p>Discuss any parallels between Federalism and current events in Australia, the United States of America and the United Kingdom, e.g. the Federal election in the United States of America (state versus Federal issues), Australian state border closures during the COVID pandemic (state safety versus Federal law), calls for Western Australia to secede, Brexit.</p> <p><b>Learning experience 2</b> Use the focus questions to discuss primary and secondary sources and the types of information they can provide.</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<p>View and discuss the following (or similar contemporaneous publication) as a source of information:</p> <ul style="list-style-type: none"><li>• Museum Victoria Collections – Souvenir of the Federation of Australia. 1st January, 1901. <a href="https://collections.museumsvictoria.com.au/items/1916270">https://collections.museumsvictoria.com.au/items/1916270</a>.</li></ul> <p>Use a graphic organiser, such as a Graffiti wall, Placemat or Retrieval chart, to record responses to some of the following questions:</p> <ul style="list-style-type: none"><li>• Who is included?</li><li>• Who is omitted?</li><li>• What does it say about Australia’s place in the world?</li><li>• What values does it reflect?</li><li>• What does it reflect about attitudes towards Aboriginal and Torres Strait Islander peoples?</li><li>• What has changed since Federation?</li></ul> <p>Reflect as a class by drawing conclusions about the accuracy, relevancy and reliability of the information that was found in the source.</p>

## Term 3 Week 4

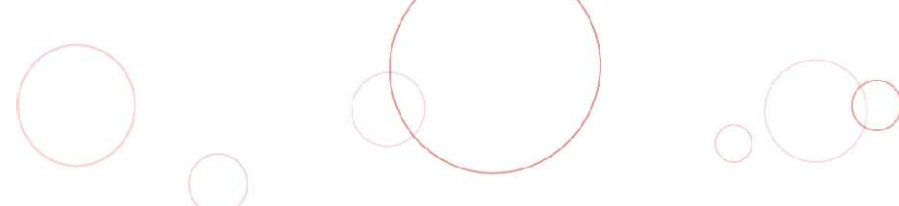
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Knowledge and understanding</b> Changes in Australia’s political system and to Australian citizenship after Federation and throughout the 20th century that impacted Aboriginal and Torres Strait Islander peoples, migrants, women and children</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Questioning and researching</b> Locate and collect information and/or data from a range of appropriate primary sources and secondary sources Record selected information and/or data using a variety of methods</p> <p><b>Analysing</b> Develop and use criteria to determine the relevancy of information Analyse information and/or data collected Identify different perspectives in information and/or data</p>	<p><b>Key concepts</b> Sources, Evidence, Continuity and change, Cause and effect, Empathy, Perspectives</p> <p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>Review the idea of democracy</li> <li>Review the ideas of citizenship and rights</li> <li>Consider the impact of Federation on the rights of Aboriginal and Torres Strait Islander peoples and other groups</li> </ul> <p><b>Focus questions</b></p> <ul style="list-style-type: none"> <li>What limitations did the laws that existed impose on Aboriginal and Torres Strait Islander peoples?</li> <li>Has there been a change in the laws and, if so, how did it come about?</li> <li>What have been the barriers to Aboriginal and Torres Strait Islander peoples fully participating as citizens in Australian society?</li> <li>What has enabled Aboriginal and Torres Strait Islander peoples to participate more fully in Australia as citizens in society?</li> <li>What causes people/society/attitudes to change?</li> <li>Why might some aspects of society not change?</li> <li>How can a law cause people to change their attitudes? Why/why not?</li> </ul>	<p><b>Learning experience 1 (2 hours)</b> Students use the focus questions to explore the status and rights of Aboriginal and Torres Strait Islander peoples through a range of source materials (Appendix A). Students analyse the information using the focus questions for sources and more specific questions, such as:</p> <ul style="list-style-type: none"> <li>What is the purpose of this text?</li> <li>Who created this source, and what was their role in the event?</li> <li>What is the message the author wants to communicate?</li> <li>How does this source show the person's perspective?</li> <li>Are there other people who might see this event differently? Why?</li> <li>What can you learn from this source?</li> <li>Is there any information missing from this source?</li> <li>How useful is this source as historical evidence?</li> <li>Why is it important to look at more than one perspective in history?</li> </ul> <p>Use teaching strategies, such as a Call out, Graffiti wall, Placemat or a Digital pin-up board to discuss and record answers.</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<p><b>Focus questions for sources</b></p> <ul style="list-style-type: none"><li>• What is a source?</li><li>• Are some types of sources better than others? Is a primary source more informative/more reliable than a secondary source? Why/why not?</li><li>• In what ways do sources present facts?</li><li>• What are some of the difficulties with using a source as evidence of the past?</li></ul> <p><b>Support notes</b></p> <p>Users are warned that there are words and descriptions in the resources related to this learning experience, that may be culturally sensitive and which might not normally be used in certain public or community contexts.</p> <p>Terms and annotations that reflect the attitude of the author or the period in which the item was written may be considered inappropriate today.</p> <p><b>Suggested assessment point</b></p> <p>Collect any work from the learning experience as formative assessment. Can students identify different points of view/perspectives in information?</p>	

## Term 3 Week 5

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Knowledge and understanding</b> Changes in Australia’s political system and to Australian citizenship after Federation and throughout the 20th century that impacted Aboriginal and Torres Strait Islander peoples, migrants, women and children</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Questioning and researching</b> Locate and collect information and/or data from a range of appropriate primary sources and secondary sources</p> <p>Record selected information and/or data using a variety of methods</p> <p><b>Communicating and reflecting</b> Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms and using subject-specific terminology and concepts</p>	<p><b>Key concepts</b> Sources, Evidence, Continuity and change, Cause and effect, Empathy, Perspectives</p> <p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>The laws, movements, events and people which affected and influenced prominent Aboriginal and Torres Strait Islander peoples</li> <li>The validity and reliability of sources</li> </ul> <p><b>Focus questions</b></p> <ul style="list-style-type: none"> <li>What is/was this person’s role in parliament?</li> <li>What did they do before entering parliament?</li> <li>Was this person affected by any laws that limited their participation in society?</li> <li>What other people, laws, events or movements influenced this person?</li> <li>What has this person achieved?</li> <li>Some examples of dates for the timeline           <ul style="list-style-type: none"> <li>1788 – the First Fleet arrives</li> <li>1869 – the <i>Aborigines Protection Act 1869</i> (Vic) establishes an Aborigines Protection Board* (Victoria)</li> <li>1905 – <i>Aborigines Act 1905*</i> passed in Western Australian Parliament</li> <li>1938 – Day of Mourning protest</li> </ul> </li> </ul>	<p><b>Learning experience 1 (2 hours)</b></p> <p>Provide students with a range of texts or websites (Appendix A), and a Retrieval chart to locate and record selected information about people, such as:</p> <ul style="list-style-type: none"> <li>Pat Dodson</li> <li>Carol Martin</li> <li>Ken Wyatt</li> <li>Ben Wyatt</li> <li>Neville Bonner</li> <li>Nova Peris</li> <li>Ernie Bridge.</li> </ul> <p>Direct students to find information about the laws, movements, events and people that affected and influenced the lives of these prominent Aboriginal and Torres Strait Islander peoples using the focus questions.</p> <p>Students gather the information individually or with partners and then discuss information in larger groups or with the whole class.</p> <p>Individually direct students to write a brief informative newspaper article or other informative text, such as an illustrated timeline (chronology).</p> <p>As a class, discuss the validity and reliability of sources.</p>



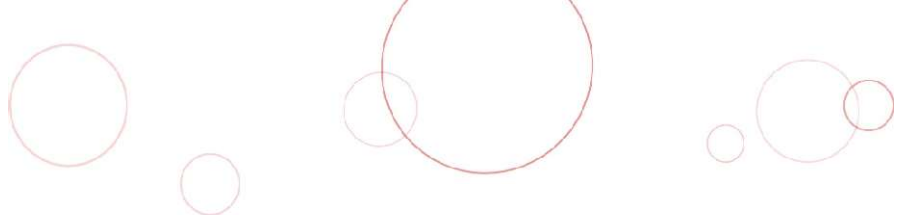
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<ul style="list-style-type: none"> <li>▪ 1967 – successful referendum to amend the Constitution</li> <li>▪ 1971 – Neville Bonner is sworn in as the first Indigenous Australian to enter the federal Parliament</li> <li>▪ 1992 – Mabo No. 2 high court decision</li> <li>▪ 2000 – Corroboree 2000 and The Bridge Walks</li> <li>▪ 2008 – Apology to Australia’s Indigenous Peoples</li> </ul> <p><b>Support notes</b></p> <p>This lesson is designed to strengthen the understanding that Aboriginal and Torres Strait Islander identities, histories, cultures and perspectives are diverse, within and across communities, and to equip students to respectfully learn about these topics. Teachers should consider whether the activities and resources in this lesson are appropriate for their students and school context.</p> <p>Teachers may choose where appropriate, to advise that the resources used in this lesson may contain voices, images and names of deceased persons.</p> <p>*Users are warned that there are words and descriptions in the associated resources that may be culturally sensitive and which might not normally be used in certain public or community contexts.</p>	<p><b>Alternative learning experience</b></p> <p>Provide a number of dates for students to create a timeline of the important events, laws and policies that have impacted Aboriginal and Torres Strait Islander peoples.</p> <p>Students research and find a primary source to illustrate each event, such as a photograph, a cartoon, poster or object.</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	Terms and annotations that reflect the attitude of the author or the period in which the item was written may be considered inappropriate today.	

## Term 3 Week 6


Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Knowledge and understanding</b> Changes in Australia’s political system and to Australian citizenship after Federation and throughout the 20th century that impacted Aboriginal and Torres Strait Islander peoples, migrants, women and children</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Questioning and researching</b> Develop and refine a range of questions required to plan an inquiry  Locate and collect information and/or data from a range of appropriate primary sources and secondary sources  Record selected information and/or data using a variety of methods</p> <p><b>Analysing</b> Develop and use criteria to determine the relevancy of information  Analyse information and/or data collected</p>	<p><b>Key concepts</b> Sources, Evidence, Continuity and change, Cause and effect, Empathy, Perspectives</p> <p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>The laws and movements that affected the participation of women in society and under the law</li> </ul> <p><b>Focus questions</b></p> <ul style="list-style-type: none"> <li>What limitations did the laws that existed impose on women?</li> <li>Have there been changes to the laws and, if so, how did they come about?</li> <li>What were the barriers to women fully participating as citizens in Australian society?</li> <li>What has enabled women to participate more fully as citizens in Australian society?</li> <li>How did these movements/people make a difference?</li> </ul>	<p><b>Learning experience 1 (2 hours)</b> View a video as a springboard to discuss the focus questions on gender equality:</p> <ul style="list-style-type: none"> <li>ABC Behind the News – Gender Equality <a href="https://www.abc.net.au/btn/classroom/gender-equality/10530280">https://www.abc.net.au/btn/classroom/gender-equality/10530280</a></li> <li>ABC Behind the News – Special: Women in History <a href="https://www.abc.net.au/btn/women-in-history-special/12133104">https://www.abc.net.au/btn/women-in-history-special/12133104</a>.</li> </ul> <p>Assign individuals or groups of students to find information, using the resources in Appendix A, on one of the following topics about the participation of women in society and under the law:</p> <ul style="list-style-type: none"> <li>the suffragette movement in Australia, including Vida Goldstein</li> <li>when women were elected to parliament in Australia, including Edith Cowan</li> <li>limitations on married women working</li> <li>equal pay for women</li> <li>the <i>Sex Discrimination Act 1984</i>.</li> </ul> <p>Work in groups to develop 3–5 focus questions before commencing.</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<p>As a class, discuss the validity and reliability of sources and generate some criteria for the use of sources.</p> <p>Provide a graphic organiser to record sources.</p> <p>Students could present their findings by sharing through:</p> <ul style="list-style-type: none"><li>• a 'Did you know?' session</li><li>• a poster</li><li>• a class or jigsaw group discussion</li><li>• an oral report.</li></ul>

## Term 3 Week 7

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Knowledge and understanding</b> Stories of groups of people who migrated to Australia, including from <b>one</b> Asian country, the reasons they migrated and their contributions to society</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Questioning and researching</b> Locate and collect information and/or data from a range of appropriate primary sources and secondary sources</p> <p>Record selected information and/or data using a variety of methods</p> <p>Use ethical protocols when gathering information and/or data</p> <p><b>Analysing</b> Analyse information and/or data collected</p>	<p><b>Key concepts</b> Sources, Evidence, Continuity and change, Cause and effect, Empathy, Perspectives</p> <p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>• Migration of people, including Chinese/other Asian groups before and after the White Australia policy</li> <li>• The relationship between migration and diversity</li> <li>• The reasons why people migrate (push-pull factors)</li> <li>• How particular groups of migrants have contributed to specific areas of Australian society</li> <li>• The idea of different points of view or perspectives</li> </ul> <p><b>Focus questions</b></p> <ul style="list-style-type: none"> <li>• When did the group migrate to Australia and what was happening at that time?</li> <li>• Why have different groups of people migrated to Australia?</li> <li>• What experiences did migrants face when they arrived in Australia?</li> <li>• What contributions did the group make to Australian society?</li> </ul> <p><b>Support notes</b> The video about Cuc Lam includes references to war and the experience of refugees. These themes may be sensitive for some students. Teachers are encouraged to</p>	<p><b>Learning experience 1</b> Introduce the topic of migration by viewing a video, such as the one below, or reading a suitable picture book as a springboard for a discussion on immigration. Appendix A has a link with examples of suitable books and a list of other videos.</p> <ul style="list-style-type: none"> <li>• ABC Behind the News – Australia’s Waves of Migration <a href="https://www.abc.net.au/btn/classroom/migration-history/10910880">https://www.abc.net.au/btn/classroom/migration-history/10910880</a>.</li> </ul> <p>Make connections with the immigration experiences of students’ families.</p> <p>Introduce the terms push and pull factors and identify examples, such as war and conflict, political unrest, gold rush and employment opportunities, to show why people have migrated to Australia.</p> <p>Provide students with access to the interactive timeline on different groups that have migrated to Western Australia.</p> <ul style="list-style-type: none"> <li>• State Library of Western Australia – WA Migration Stories <a href="https://exhibitions.slwa.wa.gov.au/s/migration/page/timeline">https://exhibitions.slwa.wa.gov.au/s/migration/page/timeline</a></li> </ul> <p>In pairs, ask the students to read the information on two groups (one Asian and one non Asian) and complete a Venn</p>



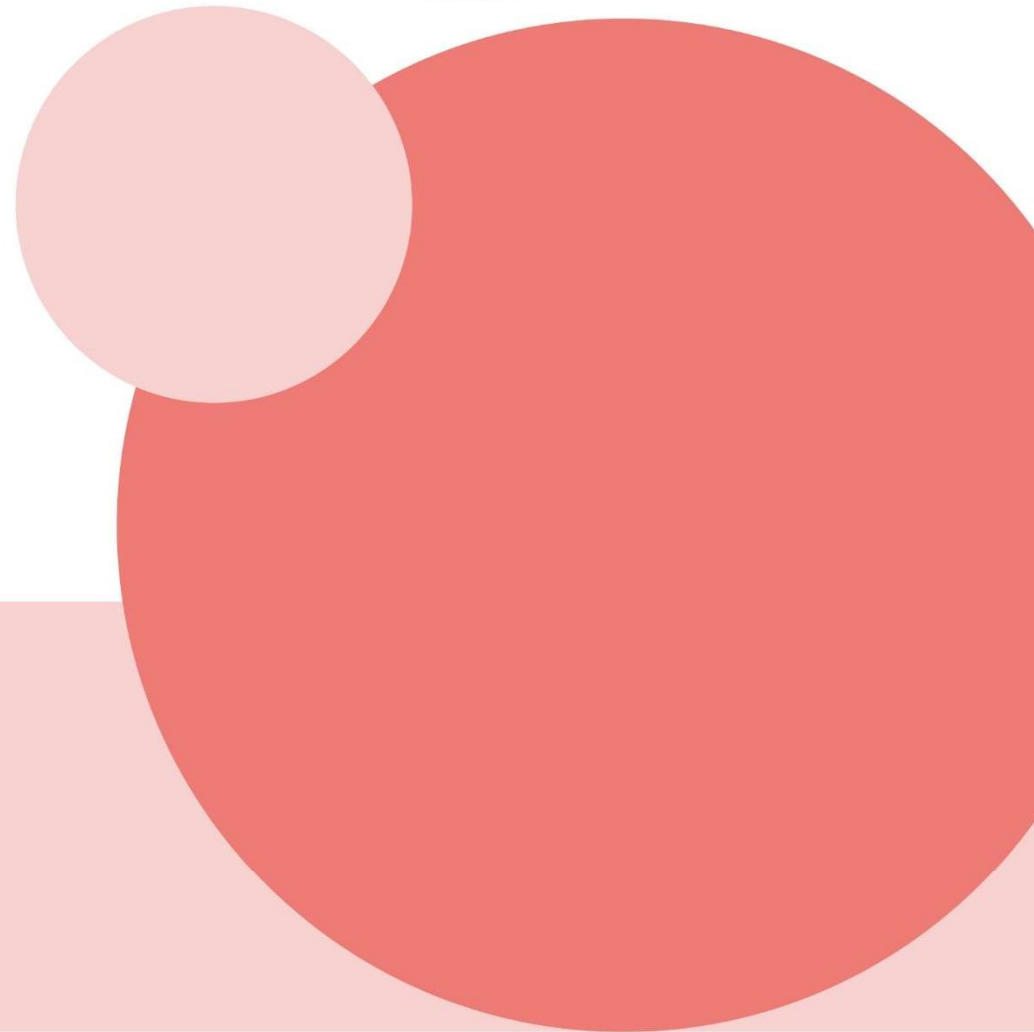
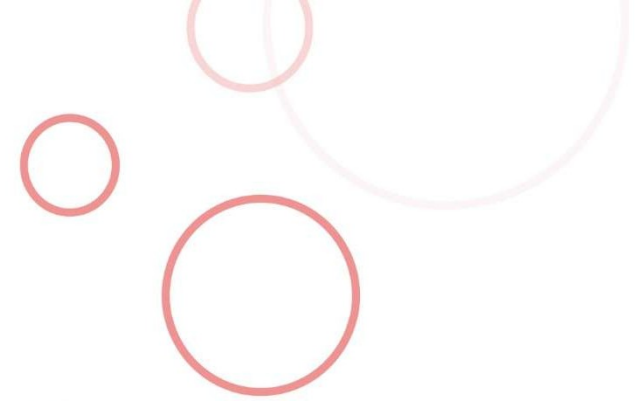
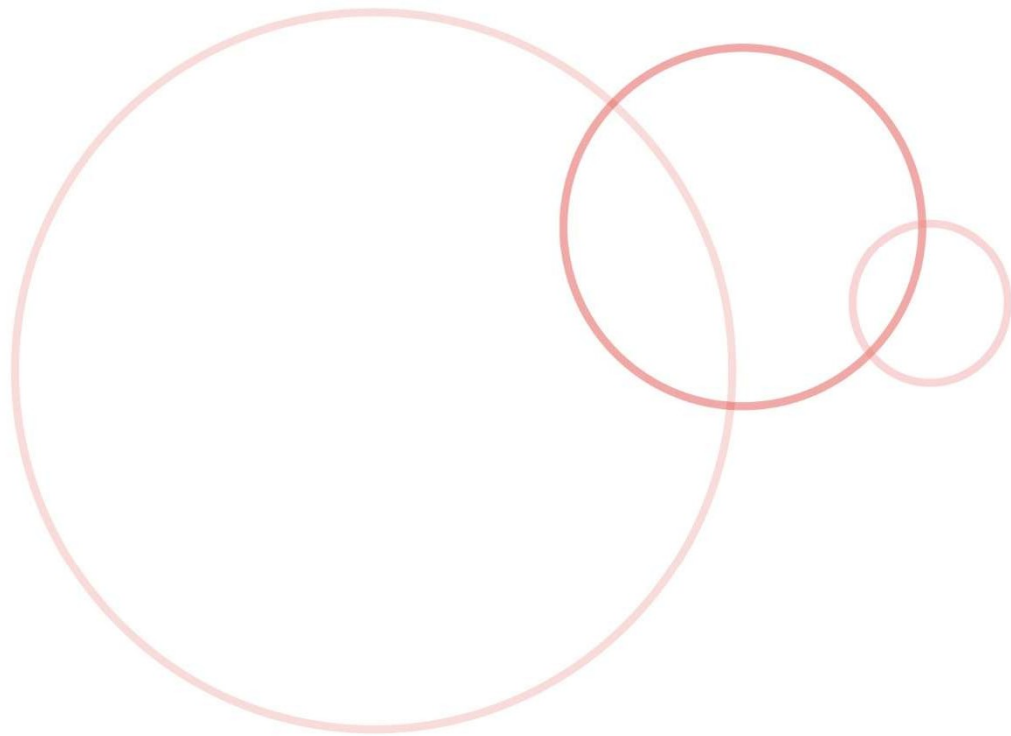
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<p>review the content in advance and use their professional judgment to determine whether it is appropriate for their students and school context.</p>	<p>diagram that compares and contrasts the reasons the groups migrated and the contributions they make to Australian society.</p> <p>Students present their Venn diagrams to the class. Review the task by discussing how migration has shaped Western Australian society and how push and pull factors influence migration patterns.</p> <p><b>Learning experience 2</b></p> <p>Review the reasons for people migrating to Australia identified in the previous learning experience.</p> <p>Show the students a series of photographs taken from the suitcase of a migrant such as Cuc Lam:</p> <ul style="list-style-type: none"> <li>• Victorian collections – Cuc Lam <a href="https://victoriancollections.net.au/stories/cuc-lam">https://victoriancollections.net.au/stories/cuc-lam</a></li> </ul> <p>Ask the students to analyse the images and complete a See, Think, Wonder.</p> <p>As a class, discuss the contents of the suitcase, the reasons the items might have been packed and what can be learnt about the person from the photographs.</p> <p>View and discuss the video about Cuc Lam’s migration to Australia:</p> <ul style="list-style-type: none"> <li>• Australian screen – National Treasures – Cuc Lam’s Suitcase</li> </ul>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<p><a href="https://aso.gov.au/titles/documentaries/cuc-lams-suitcase/clip1/">https://aso.gov.au/titles/documentaries/cuc-lams-suitcase/clip1/</a></p> <p>Invite students to think about what items they might choose to bring if they had to leave their home, and to write down the items along with their reasons.</p>

## Term 3 Week 8

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Knowledge and understanding</b> Stories of groups of people who migrated to Australia, including from <b>one</b> Asian country, the reasons they migrated and their contributions to society</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Questioning and researching</b> Develop and refine a range of questions required to plan an inquiry</p> <p>Locate and collect information and/or data from a range of appropriate primary sources and secondary sources</p> <p>Record selected information and/or data using a variety of methods</p>	<p><b>Key concepts</b> Cause and effect, Perspectives, Empathy, Sources, Evidence, Continuity and change</p> <p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>• Migration of people, including Chinese/other Asian groups before and after the White Australia policy</li> <li>• The reasons why people migrate (push-pull factors)</li> <li>• How particular groups of migrants have contributed to specific areas of Australian society</li> </ul> <p><b>Focus questions</b></p> <ul style="list-style-type: none"> <li>• What was life like in the migrant’s home country?</li> <li>• What were the factors that contributed to the person deciding to migrate?</li> <li>• What experiences did migrants face when they arrived in Australia?</li> <li>• What contributions did the group make to Australian society?</li> </ul>	<p><b>Learning experience 1</b> Assessment task – Migration to Australia (Appendix C)</p> <p>The assessment task will take one hour and 10 minutes to complete.</p>



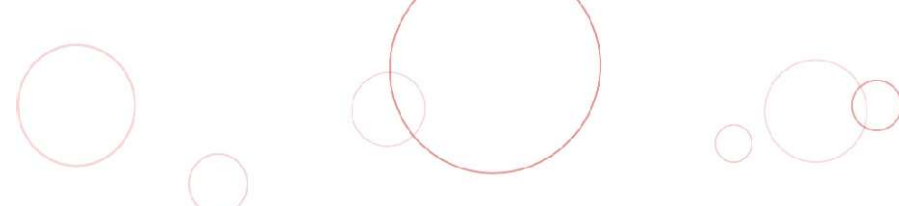
## **Term 4**

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Weeks 1–8: Geography

## Term 4 Week 1

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Knowledge and understanding</b> The location of the major countries of the Asia region in relation to Australia and the geographical diversity within the region</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Questioning and researching</b> Identify current understandings, consider possible misconceptions and identify personal views on a topic</p> <p>Record selected information and/or data using a variety of methods</p> <p><b>Analysing</b> Analyse information and/or data collected</p>	<p><b>Key concepts</b> Place, Environment, Scale</p> <p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>• Revise the meaning of the following terms: <ul style="list-style-type: none"> <li>▪ climate</li> <li>▪ natural vegetation</li> <li>▪ landforms</li> <li>▪ native animals</li> </ul> </li> <li>• Revise the location of Africa, Europe and North and South America on a world map in relation to Australia, and the location of their major countries</li> <li>• Identify Asia on a world map in relation to Australia</li> </ul> <p><b>Focus questions</b></p> <ul style="list-style-type: none"> <li>• What are some of the major countries of Asia?</li> <li>• What are some of the world's other countries?</li> <li>• Where are they in relation to Australia?</li> <li>• What specific features help to describe where they are located, e.g. equator, tropics?</li> </ul> <p><b>Support notes</b> Provide photographs, artefacts, maps and texts about Asia as a display in the classroom. Read or view texts about Asia.</p>	<p><b>Learning experience 1</b> Model and unpack the term geographical diversity to include information such as the climate, vegetation, landforms, population size, life expectancy, per capita income, energy consumption and so on.</p> <p>Use activities, such as those found in the Conventions sections of the <i>First steps reading map of development</i> to help discuss and define the geographical diversity terms and add them to a class word wall.</p> <p><b>Learning experience 2</b> Revise the location of Africa, Europe and North and South America and the major countries of Asia on a world map in relation to Australia by choosing from the following activities:</p> <ul style="list-style-type: none"> <li>• Play Where in Google Earth is Carmen Sandiego? <a href="https://experiments.withgoogle.com/where-on-earth">https://experiments.withgoogle.com/where-on-earth</a> (Appendix A)</li> <li>• Play online geography games, such as those found at World geography games online (Asia) <a href="https://world-geography-games.com/asia.html">https://world-geography-games.com/asia.html</a> (Appendix A)</li> <li>• Mark up individual maps with countries students have visited and discuss what they know about them</li> </ul>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<p><b>Suggested assessment point</b> Students annotate a blank map of the world to identify continents and countries of the world. Collect as a formative assessment.</p>	<ul style="list-style-type: none"> <li>• Identify countries they would like to visit, locate them on an outline map, compare the locations to Australia and report to the class</li> <li>• Work in groups using two or three objects or statements from, or photographs of a country in Asia to identify the country or city then mark it on a map and find a few facts to share with the class.</li> </ul>

## Term 4 Week 2

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Knowledge and understanding</b> The location of the major countries of the Asia region in relation to Australia and the geographical diversity within the region</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Analysing</b> Analyse information and/or data collected</p> <p><b>Evaluating</b> Draw and justify conclusions, and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps</p>	<p><b>Key concepts</b> Place, Scale</p> <p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>Identify the major countries in Asia</li> <li>Emphasise the cartographic conventions that are appropriate (including border, scale, legend, title and north point) on the large-scale class map</li> </ul> <p><b>Focus questions</b></p> <ul style="list-style-type: none"> <li>What are some of the major countries of Asia?</li> <li>What are some of the world's other countries?</li> <li>Where are they in relation to Australia?</li> <li>What specific features help to describe where they are located, e.g. equator, tropics?</li> </ul>	<p><b>Learning experience 1</b> Provide students with graphs, atlases, maps and access to online maps, such as Google Earth® and Google Maps® to explore the countries of Asia using the focus questions to guide the learning. Discuss the idea of 'geographical diversity'. Explicitly revise/teach cartographic conventions as required.</p> <p><b>Learning experience 2</b> Students write clues to play 'Guess Which Country.' Students choose (or are allocated) a country from the Asia region and write a number of clues for others to guess which country they have. The starting clue should be the location in relation to Australia, e.g. I am an island country directly north of Eastern Australia. Direct students to include information about spatial patterns in their clues. Share with the class and discuss.</p>

## Term 4 Week 3

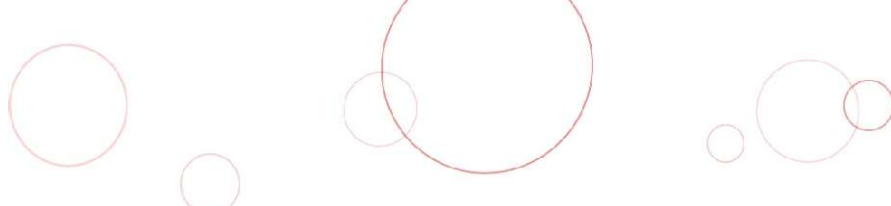
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Knowledge and understanding</b> The location of the major countries of the Asia region in relation to Australia and the geographical diversity within the region</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Questioning and researching</b> Locate and collect information and/or data from a range of appropriate primary sources and secondary sources</p> <p><b>Analysing</b> Analyse information and/or data collected</p> <p><b>Evaluating</b> Draw and justify conclusions, and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps</p>	<p><b>Key concepts</b> Place, Scale</p> <p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>Identify the major countries in Asia</li> <li>Discuss the idea of ‘geographical diversity’</li> <li>Geographical diversity can include economic, demographic and social characteristics</li> <li>Emphasise the cartographic conventions that are appropriate (including border, scale, legend, title and north point) on the large-scale class map</li> </ul> <p><b>Focus questions</b></p> <ul style="list-style-type: none"> <li>Are there identifiable spatial patterns based on individual characteristics, such as population, health, education, wealth, happiness?</li> <li>What and where are the countries that have more people; higher population density; higher per capita income; scarce rainfall; greater/fewer natural resources; more/more sparse natural vegetation; highest/lowest/most variable temperatures; more energy consumption; greater life expectancy; higher education levels etc.?</li> <li>Is there a reason for, or pattern to, the location of countries with the same levels of the characteristics above?</li> </ul>	<p><b>Learning experience 1 (2 hours)</b> Students explore maps, graphs and/or tables to find information on a number of countries from across the world (including Asia).</p> <p>Teachers can make this directed or open-ended to suit the needs of their students.</p> <p>On a map, review and identify a number of countries from across the world, including the Asia region.</p> <p>Provide a graphic organiser, such as a Retrieval chart, or large pieces of paper to record information about a number of countries.</p> <p>Provide a number of sources (Appendix A) that give information on the characteristics listed in the focus questions.</p> <p>Direct the students to find information from the sources provided – individuals or groups could be responsible for a country and a number of characteristics, or they could look at a characteristic such as rainfall across a number of countries.</p> <p>Use the focus questions to lead a class discussion.</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<ul style="list-style-type: none"><li>• Does there seem to be a relationship between certain characteristics, e.g. rainfall and natural vegetation; population density and education levels; water resources and temperature; natural resources and per capita income; human activities and natural resources?</li><li>• Were the sources you used relevant and reliable? How do you know?</li></ul>	Optional: develop a concept map, complete a triple Venn diagram comparing and contrasting three of the countries or a produce a written report.

## Term 4 Week 4–5

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Knowledge and understanding</b> The world’s cultural diversity, including that of its First Nations peoples who live in different regions in the world</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Questioning and researching</b> Locate and collect information and/or data from a range of appropriate primary sources and secondary sources</p> <p>Use ethical protocols when gathering information and/or data</p> <p><b>Analysing</b> Analyse information and/or data collected</p> <p><b>Evaluating</b> Draw and justify conclusions, and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps</p> <p><b>Communicating and reflecting</b> Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms</p>	<p><b>Key concepts</b> Place, Environment, Sustainability, Interconnection</p> <p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>• Discuss the term cultural diversity</li> <li>• Culture encompasses a broad range of elements, including language, religion, traditions, values and beliefs</li> <li>• Locate the places where First Nations peoples live across the world</li> </ul> <p><b>Suggested assessment point</b> Negotiate success criteria with students before commencing work to use for self- and peer-assessment.</p> <p>Develop a checklist or keep anecdotal information about students’ data interpretation by asking students key questions as they work.</p> <p>Have students provide a written or oral reflection of their learning to date.</p>	<p><b>The following learning experience has been allocated five hours and will continue into Weeks 5 and 6.</b></p> <p><b>Learning experience 1</b> Students work in pairs or small groups to create a double-page spread that would suit being part of a multi-modal hybrid text.</p> <p>The text will compare and contrast the lives of themselves with two children from different regions, including one from a First Nations family.</p> <p>Students should use information and data from a range of forms, such as graphs, images, tables, narrative, informative written and spoken texts (Appendix A).</p> <p>Read a hybrid text to the students as a model for their work such as: <i>Children just like me: A new celebration of children around the world</i> by DK Publishing.</p> <p>The hybrid text might include elements, such as a written component in the form of informative/explanatory or persuasive writing, images, tables and/or graphs, maps and infographics.</p> <p>After reading and viewing the sample hybrid text, negotiate inclusions for the response with the students. This could</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
and using subject-specific terminology and concepts		<p>include references to indicators like language, religion, education, leisure, food and traditions.</p> <p>Develop criteria to determine the relevance of information</p> <p>Explicitly teach any skills required to translate data and information and provide a recording sheet for students to acknowledge source materials.</p> <p>As a class, explore the following sites and resources as a source of information, and discuss the relevancy and reliability of sources:</p> <ul style="list-style-type: none"><li>▪ ABC Behind the News – Refugees and Migrants <a href="https://www.abc.net.au/btn/classroom/refugees-and-migrants/10524176">https://www.abc.net.au/btn/classroom/refugees-and-migrants/10524176</a></li><li>▪ Kids in Other Countries – Classroom Videos for Teachers <a href="https://kidsinothercountries.org/">https://kidsinothercountries.org/</a></li><li>▪ Gapminder – Dollar Street <a href="http://www.gapminder.org/dollar-street">http://www.gapminder.org/dollar-street</a></li><li>▪ Visual Capitalist – The World’s Indigenous Peoples <a href="https://www.visualcapitalist.com/cp/mapped-the-worlds-indigenous-peoples/">https://www.visualcapitalist.com/cp/mapped-the-worlds-indigenous-peoples/</a></li><li>▪ Junior atlases with maps, graphics, tables.</li></ul> <p>Allow students about three hours to complete their double-page spread.</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<p>Students share their information with the class in a Gallery walk or as a presentation.</p> <p>Discuss as a class the similarities and differences between the families researched.</p> <p>If time allows, students write a reflection of their learning.</p>

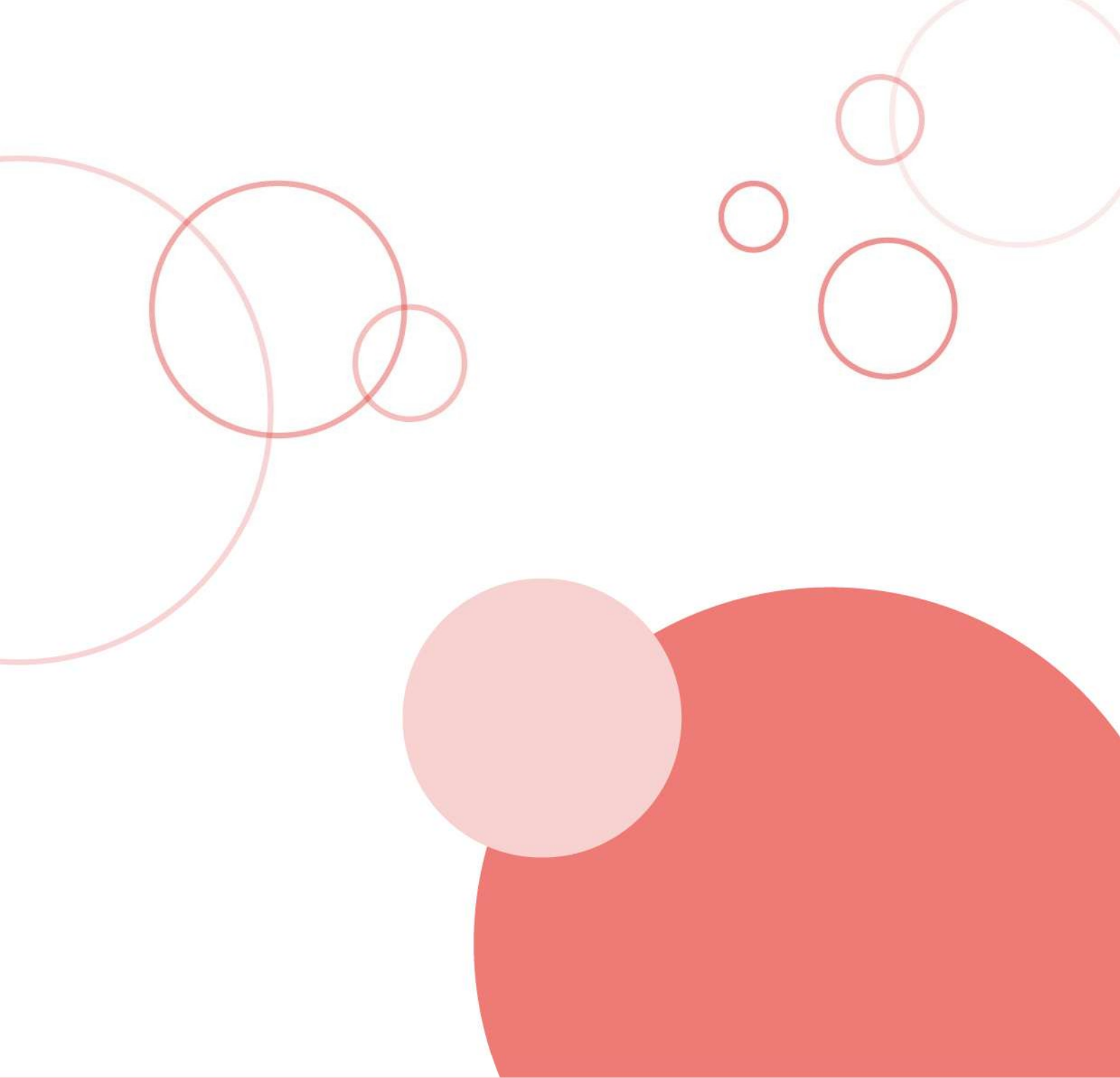
## Term 4 Week 6

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Knowledge and understanding</b> Australia's connection with countries and how these connections change people and places</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Questioning and researching</b> Record selected information and/or data using a variety of methods</p> <p><b>Analysing</b> Analyse information and/or data collected</p>	<p><b>Key concepts</b> Place, Interconnection, Environment, Sustainability, Change</p> <p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>Identify the different ways Australia is connected to many countries</li> <li>Identify the short-term and long-term connections</li> <li>Explain how connections can influence lifestyle including food, music, entertainment, fashion and celebrations</li> <li>Explain how connections change places by affecting how they are built, used and developed over time</li> </ul> <p><b>Focus questions</b></p> <ul style="list-style-type: none"> <li>How do interconnections between countries change people and places?</li> <li>What are the ways in which places and people are interconnected with other places?</li> <li>What connections does Australia have with Asian countries across different categories? (e.g. migration, tourism, aid, education, defence, sport.)</li> <li>Why is it important?</li> <li>What could affect this connection?</li> <li>How has this connection changed the countries involved?</li> </ul>	<p><b>Learning experience 1</b></p> <ul style="list-style-type: none"> <li>Finish off the task from Week 4–5.</li> </ul> <p><b>Learning experience 2</b></p> <ul style="list-style-type: none"> <li>Students bring in a small number of items (or the teacher may provide photos of items) from other countries, e.g. holiday photos, packets of food, clothing, toys and music. Use these to explore the connections Australia has with other countries.</li> <li>Allocate students to small groups and mark up a blank world map that uses arrows to show the different connections (see categories in focus questions) between other countries and Australia (e.g. cricket teams going to England, holidays in Bali, technology from China, movies from the USA).</li> <li>As a class, collate and discuss the information.</li> </ul>

## Term 4 Weeks 7–8

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Knowledge and understanding</b> The location of the major countries of the Asia region in relation to Australia and the geographical diversity within the region</p> <p>Australia's connection with countries and how these connections change people and places</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Questioning and researching</b> Develop and refine a range of questions required to plan an inquiry</p> <p>Locate and collect information and/or data from a range of appropriate primary sources and secondary sources</p> <p>Record selected information and/or data using a variety of methods</p> <p>Use ethical protocols when gathering information and/or data</p> <p><b>Analysing</b> Analyse information and/or data collected</p>	<p><b>Key concepts</b> Place, Interconnection, Environment, Sustainability, Change</p> <p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>Identify the different ways Australia is connected to many countries</li> <li>Identify the short-term and long-term connections</li> <li>Explain how connections can influence lifestyle including food, music, entertainment, fashion and celebrations</li> <li>Explain how connections change places by affecting how they are built, used and developed over time</li> </ul> <p><b>Focus questions</b></p> <ul style="list-style-type: none"> <li>What connections does Australia have with Asian countries across different categories? (E.g. migration, tourism, aid, education, defence, sport.)</li> <li>When did this connection start?</li> <li>Why is it important?</li> <li>What could affect this connection?</li> <li>How has the connection changed each country?</li> <li>How do interconnections between countries change people and places?</li> <li>What are the ways in which places and people are interconnected with other places?</li> </ul>	<p><b>The following learning experience has been allocated four hours and will continue into Week 8.</b></p> <p><b>Learning experience 1</b> Engage in a research project to create an infographic to show the connections between Australia and one of the major countries of the Asia region.</p> <p>Teachers may decide to focus on another country to suit their context or take advantage of current events.</p> <p>Small groups will be responsible for different aspects of the study, and each group will present their findings in the form of infographics.</p> <p>Review and revise the names and locations of a number of Asian countries with a Call out. Brainstorm a list of ways we are connected with some of these countries.</p> <p>Explain to the students that they will be developing an infographic and presentation for the class to show how Australia is connected to a country in Asia.</p> <p>Decide on a country that is interconnected with Australia in many ways, e.g. Japan, Indonesia, India, China.</p> <p>Negotiate the success criteria (see Support notes in Teaching and learning intentions).</p>

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Communicating and reflecting</b> Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms and using subject-specific terminology and concepts</p>	<p><b>Support notes</b> Guide students in developing success criteria for the infographic. For example, it must include:</p> <ul style="list-style-type: none"> <li>• a map</li> <li>• a graph or table</li> <li>• accurate and reliable information to answer all the focus questions (with sources identified).</li> </ul>	<p>Guide the students to develop a number of questions that will assist them to engage in a research project to find out more about the connections with this country or use the focus questions provided.</p> <p>Provide students with a graphic organiser to record their sources.</p> <p>Allocate time for students to find specific information on Australia’s connections with the country being researched (or allow groups to choose), e.g. Group A – trade connections, Group B – migration connections, Group C – sporting connections.</p> <p>Each group is responsible for preparing an infographic for their specific topic, e.g. the trade connections between India and Australia.</p> <p>Each group constructs a table, line, pie or other graph on one aspect of their case study, e.g. a table showing the growth of tourism or a timeline showing immigration. This will be included as part of the infographic.</p> <p>Each group should include a map.</p> <p>Groups present their infographic to the class with a short oral presentation to explain the information.</p> <p>Students answer any questions from the class.</p> <p>Use the success criteria for self- and peer-assessment.</p> <p>As a class, discuss the connections identified by the students.</p>



# Appendix A

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Resources

## Economics and Business – Term 1

Week	Resource	Link/information
1	Online article: The way shopping is changing	<ul style="list-style-type: none"> <li>Slideshare. The changing face of retail in Australia. <a href="https://www.slideshare.net/Smithshawnb/the-changing-face-of-retail-in-australia">https://www.slideshare.net/Smithshawnb/the-changing-face-of-retail-in-australia</a></li> </ul>
2	Video: Influences on consumers	<ul style="list-style-type: none"> <li>ABC Behind the News. Waste Ban. <a href="https://www.abc.net.au/btn/classroom/waste-ban/10526432">https://www.abc.net.au/btn/classroom/waste-ban/10526432</a></li> </ul>
2	Video: Positive and negative impacts of purchases	<ul style="list-style-type: none"> <li>AumSum. What does Soda do to your body? <a href="https://www.youtube.com/watch?v=Xiue6d27MKs">https://www.youtube.com/watch?v=Xiue6d27MKs</a></li> </ul>
2	Video: 4:43 to 9:25 of clip that focuses on ultra-fast fashion	<ul style="list-style-type: none"> <li>ABC Behind the News. Special: Waste. <a href="https://www.abc.net.au/btn/specials/waste-special/105491936">https://www.abc.net.au/btn/specials/waste-special/105491936</a></li> </ul>
3	Videos: Impact of purchasing decisions	<ul style="list-style-type: none"> <li>ABC Behind the News. Palm Oil Ban. <a href="https://www.abc.net.au/btn/classroom/palm-oil-ban/10857510">https://www.abc.net.au/btn/classroom/palm-oil-ban/10857510</a></li> <li>ABC Behind the News. Electric Car Future. <a href="https://www.abc.net.au/btn/classroom/electric-car-future/10970808">https://www.abc.net.au/btn/classroom/electric-car-future/10970808</a></li> <li>ABC Behind the News. Influencer Ads. <a href="https://www.abc.net.au/btn/classroom/influencer-ads/10448634">https://www.abc.net.au/btn/classroom/influencer-ads/10448634</a></li> </ul>
4	Story: Picture book	<ul style="list-style-type: none"> <li><i>The Lorax</i> by Dr Seuss. Widely available.</li> </ul>
4	Websites: Growers markets	<ul style="list-style-type: none"> <li>Freo Farmers Market. <a href="http://www.freofarmersmarket.com.au/">http://www.freofarmersmarket.com.au/</a></li> <li>WAtoday. The rise of farmers markets in WA. <a href="https://www.watoday.com.au/national/western-australia/the-rise-of-farmers-markets-in-wa-20140513-zrbfv.html">https://www.watoday.com.au/national/western-australia/the-rise-of-farmers-markets-in-wa-20140513-zrbfv.html</a></li> </ul>
5	Website: Influence on people's purchasing decisions	<ul style="list-style-type: none"> <li>Meat Free Monday <a href="https://meatfreemondays.com">https://meatfreemondays.com</a></li> </ul>



## Additional resources

### Books:

Stone, C. (2017). *Trade-offs and impacts of economic decisions – workbook: economics and business* 6. EandB Education.

### Websites:

Australian Securities and Investments Commission (ASIC). Moneysmart.

<https://moneysmart.gov.au/>

Water footprint network. Do you know how much water was used to grow your food and to produce your clothes and the things you buy?

<http://waterfootprint.org/en/water-footprint/product-water-footprint/water-footprint-crop-and-animal-products/>

### Online article:

Choice. What is ethical and sustainable shopping?

<https://www.choice.com.au/home-and-living/household/everyday-items/articles/shopping-ethically-for-sustainability-and-the-environment>

## Civics and Citizenship – Term 2

Week	Resource	Link/information
1–2	RAN Chart	<p>The Reading and Analysing Non-Fiction (RAN) chart is an adaptation of the popular KWL strategy by Tony Stead.</p> <ul style="list-style-type: none"> <li>Use a search engine using key words <i>RAN graphic organiser</i></li> </ul>
1	Videos: For use with KWL or RAN chart	<ul style="list-style-type: none"> <li>Parliamentary Education Office. The Constitution. <a href="https://peo.gov.au/understand-our-parliament/how-parliament-works/the-australian-constitution/the-constitution/">https://peo.gov.au/understand-our-parliament/how-parliament-works/the-australian-constitution/the-constitution/</a></li> <li>ABC Education. The House In Session, Ep 3: The Westminster system and borrowed traditions. <a href="https://www.abc.net.au/education/the-house-in-session-ep-3-the-westminster-system-and-borrowed-t/13681022">https://www.abc.net.au/education/the-house-in-session-ep-3-the-westminster-system-and-borrowed-t/13681022</a></li> </ul>
2	Website: Fact sheet	<ul style="list-style-type: none"> <li>Parliamentary Education Office. Australian Parliament. <a href="https://peo.gov.au/understand-our-parliament/introducing-our-parliament/australian-parliament/">https://peo.gov.au/understand-our-parliament/introducing-our-parliament/australian-parliament/</a></li> </ul>
3	Website: Online game	<ul style="list-style-type: none"> <li>Parliamentary Education Office. Three levels of government game. <a href="https://peo.gov.au/sub-site/three-levels-of-government-game/index.html">https://peo.gov.au/sub-site/three-levels-of-government-game/index.html</a></li> </ul>
3	Video and website: Three levels of government	<ul style="list-style-type: none"> <li>Parliamentary Education Office. The responsibilities of the three levels of government. <a href="https://peo.gov.au/understand-our-parliament/how-parliament-works/three-levels-of-government/the-responsibilities-of-the-three-levels-of-government">https://peo.gov.au/understand-our-parliament/how-parliament-works/three-levels-of-government/the-responsibilities-of-the-three-levels-of-government</a></li> <li>ABC Education. Australia Votes: Understanding the three levels of government. <a href="https://www.abc.net.au/education/learn-english/australia-votes-learn-about-three-levels-of-government/11073206">https://www.abc.net.au/education/learn-english/australia-votes-learn-about-three-levels-of-government/11073206</a></li> <li>Parliamentary Education Office. Three levels of government. <a href="https://peo.gov.au/understand-our-parliament/how-parliament-works/three-levels-of-government/">https://peo.gov.au/understand-our-parliament/how-parliament-works/three-levels-of-government/</a></li> </ul>
3	Video: resource for teacher	<ul style="list-style-type: none"> <li>Teach Starter. Three Levels of Australian Government (Triarama Template). <a href="https://www.youtube.com/watch?v=GjljeCStCy0">https://www.youtube.com/watch?v=GjljeCStCy0</a></li> </ul>

Week	Resource	Link/information
4	Videos and website: How laws are made	<ul style="list-style-type: none"> <li>ABC Behind the News. BTN: Passing a bill in parliament. <a href="https://www.abc.net.au/education/btn-passing-a-bill-in-parliament/13682070">https://www.abc.net.au/education/btn-passing-a-bill-in-parliament/13682070</a></li> <li>Public Library Services, State Library of NSW. How laws are made – Parliament. <a href="https://www.youtube.com/watch?v=NhYpkVclXbA">https://www.youtube.com/watch?v=NhYpkVclXbA</a></li> <li>Parliamentary Education Office. The usual path of a bill. <a href="https://peo.gov.au/understand-our-parliament/how-parliament-works/bills-and-laws/the-usual-path-of-a-bill">https://peo.gov.au/understand-our-parliament/how-parliament-works/bills-and-laws/the-usual-path-of-a-bill</a></li> </ul>
5	Websites: Student research	<ul style="list-style-type: none"> <li>Western Australian Electoral Commission. Find Your Electorate. <a href="https://www.elections.wa.gov.au/electorates/find-your-electorate">https://www.elections.wa.gov.au/electorates/find-your-electorate</a></li> <li>Parliament of Western Australia. Get involved. <a href="https://www.parliament.wa.gov.au/parliament/memblast.nsf/Getinvolved">https://www.parliament.wa.gov.au/parliament/memblast.nsf/Getinvolved</a></li> </ul>
6	Website: Role play lesson resource	<ul style="list-style-type: none"> <li>Parliamentary Education Office. Make a law: House of Representatives. <a href="https://peo.gov.au/teach-our-parliament/classroom-activities/parliamentary-processes-and-practices/make-a-law-house-of-representatives/">https://peo.gov.au/teach-our-parliament/classroom-activities/parliamentary-processes-and-practices/make-a-law-house-of-representatives/</a></li> </ul>
8	Assessment task	<ul style="list-style-type: none"> <li>School Curriculum and Standards Authority. Humanities and Social Sciences Year 6 Sample Assessment Task Civics and Citizenship, Making a law. <a href="https://k10outline.scsa.wa.edu.au/home/assessment/assessment-activities/year6">https://k10outline.scsa.wa.edu.au/home/assessment/assessment-activities/year6</a></li> </ul>

### Additional resources

Series of lessons on exploring the key institutions of Australia's democratic system of government, the roles and responsibilities of the three levels of government and how federal laws are passed through Parliament:

Parliamentary Education Office. Year 6.

<http://www.peo.gov.au/teaching/units-of-work/year-6.html>

Resource to support teaching and learning about Australia's democratic and electoral systems: Australian Electoral Commission. Classroom Resources.

<https://education.aec.gov.au/teacher-resources/resources.html>

Arrange an excursion or incursion:

Government of Western Australia. School Programs at the Constitutional Centre of Western Australia.

<https://www.wa.gov.au/organisation/department-of-the-premier-and-cabinet/school-programs-the-constitutional-centre-of-western-australia>

Parliament of Western Australia

<https://www.parliament.wa.gov.au/WebCMS/webcms.nsf/content/visit-and-learn>

## History – Term 3

Week	Resource	Link/information
1	Video: Federation	<ul style="list-style-type: none"> <li>ABC Behind the News. Federation. <a href="https://www.abc.net.au/btn/classroom/federation/10528704">https://www.abc.net.au/btn/classroom/federation/10528704</a></li> </ul>
1	Website: Timeline of significant events	<ul style="list-style-type: none"> <li>Museum of History NSW. Federation Timeline. <a href="https://mhnsw.au/guides/federation-timeline/">https://mhnsw.au/guides/federation-timeline/</a></li> </ul>
2	Video: Sir Henry Parkes's Tenterfield oration	<ul style="list-style-type: none"> <li>ABC. Radio National: Sir Henry Parkes's Tenterfield Oration, 1889. <a href="https://www.abc.net.au/education/radio-national-sir-henry-parkess-tenterfield-oration-1889/13919032">https://www.abc.net.au/education/radio-national-sir-henry-parkess-tenterfield-oration-1889/13919032</a></li> </ul>
2	Websites: Information on Federation and key figures	<ul style="list-style-type: none"> <li>Parliamentary Education Office. The Federation of Australia. <a href="http://www.peo.gov.au/learning/closer-look/federation-cl.html">http://www.peo.gov.au/learning/closer-look/federation-cl.html</a></li> <li>National Archives of Australia. Australia's prime ministers. <a href="https://www.naa.gov.au/explore-collection/australias-prime-ministers">https://www.naa.gov.au/explore-collection/australias-prime-ministers</a></li> <li>Australian Nationhood Foundation. The Australian Founding Fathers. <a href="https://www.nationhood.org.au/the_australian_founding_fathers">https://www.nationhood.org.au/the_australian_founding_fathers</a></li> </ul>
3	Video: The Westminster system and borrowed traditions.	<ul style="list-style-type: none"> <li>ABC. The House In Session, Ep 3: The Westminster system and borrowed traditions. <a href="https://www.abc.net.au/education/the-house-in-session-ep-3-the-westminster-system-and-borrowed-t/13681022">https://www.abc.net.au/education/the-house-in-session-ep-3-the-westminster-system-and-borrowed-t/13681022</a></li> </ul>
3	Website: Primary sources	<ul style="list-style-type: none"> <li>Museum Victoria Collections. Souvenir of the Federation of Australia. 1st January, 1901. <a href="https://collections.museumsvictoria.com.au/items/1916270">https://collections.museumsvictoria.com.au/items/1916270</a></li> </ul>
4	Websites: History resources for source analysis	<ul style="list-style-type: none"> <li>Trove. The Aborigines Protection Act, 1886. <a href="https://nla.gov.au/nla.obj-55568035/view?sectionId=nla.obj-307313494&amp;partId=nla.obj-55569864#page/n1/mode/1up">https://nla.gov.au/nla.obj-55568035/view?sectionId=nla.obj-307313494&amp;partId=nla.obj-55569864#page/n1/mode/1up</a></li> <li>Western Australian Museum. Towards equal citizenship. <a href="http://museum.wa.gov.au/referendum-1967/towards-equal-citizenship">http://museum.wa.gov.au/referendum-1967/towards-equal-citizenship</a></li> <li>Museum of Australian Democracy at Old Parliament House. The Apology 10 Years On. <a href="https://www.moadoph.gov.au/blog/the-apology-10-years-on/">https://www.moadoph.gov.au/blog/the-apology-10-years-on/</a></li> <li>Aboriginal Heritage Office. The Aboriginal Heritage Museum. <a href="https://www.aboriginalheritage.org/museum/">https://www.aboriginalheritage.org/museum/</a></li> </ul>

Week	Resource	Link/information
		<ul style="list-style-type: none"> <li>National Museum Australia – ‘Our vote = our future’ <a href="https://digital-classroom.nma.gov.au/defining-moments/indigenous-australians-granted-right-vote?_gl=1*1lufx1b*_ga*OTA0NTc1Mzg2LjE3NTMxNDgzODg_*_ga_0S2D2GXTZP*_czE3NTM3NDQ0MDckbzUkZzEkdDE3NTM3NDQ1MDEkajYwJGwwJGgw">https://digital-classroom.nma.gov.au/defining-moments/indigenous-australians-granted-right-vote?_gl=1*1lufx1b*_ga*OTA0NTc1Mzg2LjE3NTMxNDgzODg_*_ga_0S2D2GXTZP*_czE3NTM3NDQ0MDckbzUkZzEkdDE3NTM3NDQ1MDEkajYwJGwwJGgw</a></li> <li>Australian Museum. Aboriginal and Torres Strait Islander collection timeline. <a href="http://australianmuseum.net.au/indigenous-australia-timeline-1901-to-1969">http://australianmuseum.net.au/indigenous-australia-timeline-1901-to-1969</a></li> <li>Department of Creative Industries, Tourism and Sport. Aboriginal History WA (AHWA). <a href="https://www.dlgsc.wa.gov.au/aboriginal-history">https://www.dlgsc.wa.gov.au/aboriginal-history</a></li> </ul>
5	Websites: Information about Aboriginal and Torres Strait Islander politicians	<ul style="list-style-type: none"> <li>Parliament of Australia. Indigenous Australian federal parliamentarians in federal and state/territory parliaments: a quick guide. <a href="https://www.aph.gov.au/About_Parliament/Parliamentary_departments/Parliamentary_Library/Research/Quick_Guides/2020-21/IndigenousParliamentarians2021">https://www.aph.gov.au/About_Parliament/Parliamentary_departments/Parliamentary_Library/Research/Quick_Guides/2020-21/IndigenousParliamentarians2021</a></li> <li>Kiddle. List of Indigenous Australian politicians facts for kids. <a href="https://kids.kiddle.co/List_of_Indigenous_Australian_politicians">https://kids.kiddle.co/List_of_Indigenous_Australian_politicians</a></li> </ul>
6	Videos: Gender equality	<ul style="list-style-type: none"> <li>ABC Behind the News. Gender Equality. <a href="https://www.abc.net.au/btn/classroom/gender-equality/10530280">https://www.abc.net.au/btn/classroom/gender-equality/10530280</a></li> <li>ABC Behind the News. Special: Women In History. <a href="https://www.abc.net.au/btn/women-in-history-special/12133104">https://www.abc.net.au/btn/women-in-history-special/12133104</a></li> </ul>
6	Websites: Resources for research topics	<ul style="list-style-type: none"> <li>ABC News. Timeline: the women’s movement. <a href="https://www.abc.net.au/news/2012-03-08/timeline3a-the-women27s-movement/3873294?nw=0">https://www.abc.net.au/news/2012-03-08/timeline3a-the-women27s-movement/3873294?nw=0</a></li> <li>Australian Women Against Violence Alliance (AWAVA). Australian Women’s Timeline. <a href="https://timeline.awava.org.au/">https://timeline.awava.org.au/</a></li> <li>National Museum Australia. Australia’s Defining Moments – Digital Classroom. <a href="https://digital-classroom.nma.gov.au/">https://digital-classroom.nma.gov.au/</a></li> </ul>
7	Website: Examples of children’s books	<ul style="list-style-type: none"> <li>ABC. These children’s books help kids embrace difference and diversity in themselves and others. <a href="https://www.abc.net.au/news/2020-03-28/kids-children-books-diverse-stories-what-to-read/12003236">https://www.abc.net.au/news/2020-03-28/kids-children-books-diverse-stories-what-to-read/12003236</a></li> </ul>

Week	Resource	Link/information
7	Videos and websites: Immigration	<ul style="list-style-type: none"> <li>• ABC Behind the News. Australia's Waves of Migration. <a href="https://www.abc.net.au/btn/classroom/migration-history/10910880">https://www.abc.net.au/btn/classroom/migration-history/10910880</a></li> <li>• ABC Behind the News. Special: Refugees &amp; Migrants <a href="https://www.abc.net.au/btn/specials/refugees-&amp;migrants-special/12133202">https://www.abc.net.au/btn/specials/refugees-&amp;migrants-special/12133202</a></li> <li>• ABC Behind the News. 24 Million Australians. <a href="https://www.abc.net.au/btn/classroom/24-million-australians/10525272">https://www.abc.net.au/btn/classroom/24-million-australians/10525272</a></li> <li>• State Library of Western Australia. WA Migration Stories. <a href="https://exhibitions.slwa.wa.gov.au/s/migration/page/timeline">https://exhibitions.slwa.wa.gov.au/s/migration/page/timeline</a></li> <li>• Victorian Collections. Cuc Lam. <a href="https://victoriancollections.net.au/stories/cuc-lam">https://victoriancollections.net.au/stories/cuc-lam</a></li> <li>• Australian screen. National Treasures – Cuc Lam's Suitcase. <a href="https://aso.gov.au/titles/documentaries/cuc-lams-suitcase/clip1/">https://aso.gov.au/titles/documentaries/cuc-lams-suitcase/clip1/</a></li> </ul>

### Additional resources

#### Books:

Brennan, N. (2014). *Australian federation: one people, one destiny*. Walker Books Australia.

Darlington, R., Greer, V., & Hospodaryk, J. (2004). *History zone 2 (stage 5): Australia since 1901*. Heinemann.

Lynch, A. (2012). *Australia 1880 to 1950: history keypoints*. Talldoor Publications.

Mason, K. J. (2014). *Experience of Nationhood*. Nelson Cengage Learning.

Wheatley, N. (2013). *Australians all: a history of growing up, from the ice age to the apology* (K. Searle, Illus.). Allen & Unwin.

#### Websites:

A resource for immigration and citizenship information

Australian Government Department of Home Affairs. Citizenship interview and test.

<https://immi.homeaffairs.gov.au/citizenship/test-and-interview/listen-to-podcast>

## Geography – Term 4

Week	Resource	Link/information
1	Websites: Online games	<ul style="list-style-type: none"> <li>Experiments with Google. Where on Google Earth is Carmen Sandiego? <a href="https://experiments.withgoogle.com/where-on-earth">https://experiments.withgoogle.com/where-on-earth</a></li> <li>World Geography Games. <a href="https://world-geography-games.com/asia.html">https://world-geography-games.com/asia.html</a></li> </ul>
3	Websites: Sources for investigating differences in economic, demographic and social characteristics	<ul style="list-style-type: none"> <li>Worldmapper. <a href="https://worldmapper.org/">https://worldmapper.org/</a></li> <li>World Happiness Report. World Happiness Report 2020. <a href="https://worldhappiness.report/ed/2020/#read">https://worldhappiness.report/ed/2020/#read</a></li> <li>Gapminder. Dollar Street. <a href="https://www.gapminder.org/dollar-street">https://www.gapminder.org/dollar-street</a></li> <li>Kids in Other Countries. Classroom Videos for Teachers. <a href="https://kidsinothercountries.org/">https://kidsinothercountries.org/</a></li> </ul>
4-5	Book: Hybrid text	<ul style="list-style-type: none"> <li>Fox, A., &amp; Kindersley, B. (2016). <i>Children just like me: A new celebration of children around the world</i> [Illustrated edition]. Candlewick Press.</li> </ul>
4–6	Videos and websites: Sources of information	<ul style="list-style-type: none"> <li>ABC Behind the News. Refugees and Migrants. <a href="https://www.abc.net.au/btn/classroom/refugees-and-migrants/10524176">https://www.abc.net.au/btn/classroom/refugees-and-migrants/10524176</a></li> <li>Kids in other countries. Classroom Videos for Teachers. <a href="https://kidsinothercountries.org/">https://kidsinothercountries.org/</a></li> <li>Gapminder. Dollar Street. <a href="http://www.gapminder.org/dollar-street">http://www.gapminder.org/dollar-street</a></li> <li>Visual Capitalist. Mapped: The World’s Indigenous Peoples. <a href="https://www.visualcapitalist.com/cp/mapped-the-worlds-indigenous-peoples">https://www.visualcapitalist.com/cp/mapped-the-worlds-indigenous-peoples</a></li> </ul>



### **Additional resources**

#### Books:

Gervay, S. (2014). *Elephants have wings* (A. Pignataro, Illus.). Ford Street Publishing.

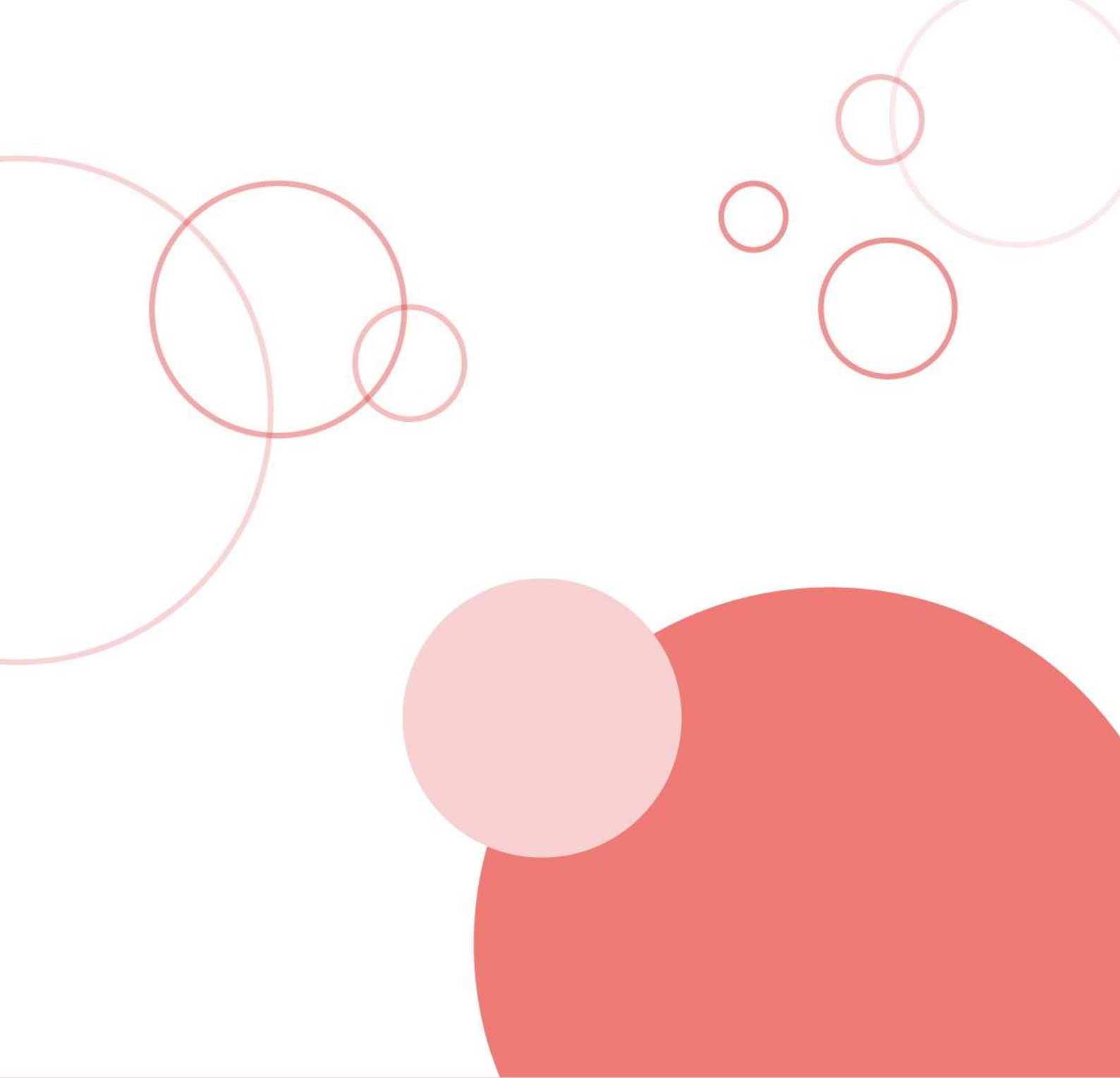
Heydlauff, L. (2004). *Going to school in India*. Viking.

Smith, D. J. (2013). *If the World Were a Village: A Book about the World's People* (3rd ed.; S. Armstrong, Illus.). Allen & Unwin.

#### Journal article:

Bintz, W. P. & Ciecierski, L. M. (2017). Hybrid Text: An Engaging Genre to Teach Content Area Material Across the Curriculum. *The Reading Teacher*, 71(1), 61–69.

<https://ila.onlinelibrary.wiley.com/doi/pdf/10.1002/trtr.1560>



## **Appendix B**

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Assessment task 1  
The cost of plastic



## Task details

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<b>Title</b>	The cost of plastic
<b>Description</b>	Students develop a questionnaire to survey people in order to determine whether consumers consider the impact on the environment when making choices about using and buying products made of plastic or packaged in plastic. Students will then record and analyse the survey results and respond to an in-class written question.
<b>Type of assessment</b>	Summative
<b>Purpose of assessment</b>	To assess students' understanding of key Economic and Business concepts and the application of Humanities and Social Sciences skills and how they apply to the impact that consumers purchasing decisions may have on a family, the broader community and the environment
<b>Evidence to be collected</b>	Questionnaire/survey Written response Annotations, observations and checklists
<b>Suggested time</b>	Six one-hour lessons
<b>Differentiation</b>	Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged. Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.

## Content descriptions

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### Knowledge and understanding

- The impact consumer purchasing decisions can have on a family, the broader community and the environment

### Humanities and Social Sciences skills

#### Questioning and researching

- Develop and refine a range of questions required to plan an inquiry
- Record selected information and/or data using a variety of methods

#### Analysing

- Analyse information and/or data collected

#### Evaluating

- Draw and justify conclusions, and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps

#### Communicating and reflecting

- Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms and using subject-specific terminology and concepts



## Key concepts

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Making choices, Scarcity

## Task preparation

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### Prior learning

Students will be familiar with:

- the concept of scarcity and making choices
- how to develop a range of questions appropriate for a survey
- how to construct and analyse data in graphs and/or charts.

## Resources

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ABC Behind the News – Plastic packaging

<https://www.abc.net.au/btn/classroom/plastic-packaging/10525094>

ABC Science – War on waste: Do we really use 10 million straws a day? We don't know, but it's time to count

<https://www.abc.net.au/news/science/2018-08-05/plastic-straws-how-many-do-we-really-use-war-on-waste/10042990>

Maths is Fun – Survey questions

<https://www.mathsisfun.com/data/survey-questionnaire.html>

SurveyMonkey – Survey question types: Examples and pro tips

<https://www.surveymonkey.com/mp/survey-question-types/>

ABC Education – Leisure survey

<https://www.abc.net.au/education/leisure-survey/13809070>



## Instructions for teachers

Prior to this task, teach the Economics and Business key concepts that are outlined in the Year 6 exemplar for Economics and Business. This task has been timetabled to commence in Week 6 and requires approximately six hours to complete. Based on the teacher's professional judgement, this task can be completed as a summative assessment.

### Lesson 1: Setting up the task

View a documentary or read a feature article on the use of plastic and its effects on the environment; for example:

- Plastic Packaging at Behind the News  
<https://www.abc.net.au/btn/classroom/plastic-packaging/10525094>

Brainstorm or discuss how students use plastic in their homes and at school, e.g. bags, toys, packaging, containers.

Brainstorm or discuss the effects that plastic is having on the environment.

### Lesson 2: Optional – constructing the questionnaire

Optional: if students need more time to learn about developing surveys, use the web link below to see examples of questions.

- Maths is Fun – Survey questions  
<https://www.mathsisfun.com/data/survey-questionnaire.html>
- SurveyMonkey – Types of survey questions  
<https://www.surveymonkey.com/mp/survey-question-types/>

### Lesson 3: Setting up the task, developing criteria and questions

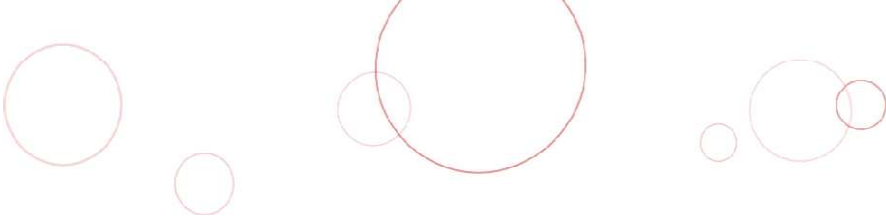
Explain to students that they are going to develop a questionnaire, which they will use to survey at least 10 people about their use of, and attitudes towards, plastic products and packaging.

Using the information and data collected, students develop tables, graphs and/or charts to show their results. After recording and analysing the survey results, students will complete an in-class writing activity discussing what they found.

Explain the purpose of the survey, but do not provide a series of questions, as the students' ability to develop questions is part of the assessment.

Students identify the purpose of the survey. For example, to:

- determine people's use of plastic products and packaging
- determine people's opinions about the use of plastic products and packaging
- understand people's knowledge about the impact of plastic on the environment
- evaluate if people consider the environment when making decisions about what plastic products and plastic package products they buy/use
- determine people's opinions about the convenience of plastic versus protecting the environment
- determine if people recycle plastic or take other steps to mitigate the environmental impact of their plastic consumption on the environment
- uncover any other factors that influence people when deciding which plastic products and plastic packaged products to buy.



Negotiate success criteria with the students before they create the survey, e.g. each survey must have:

- a clear focus
- carefully constructed questions to gather the required information
- **five** questions
- at least **ten** people respond
- a range of age groups
- at least one table and one graph to show important information.

The success criteria should be in student-friendly language and make the learning visible.

Teachers may find it useful to have students work in groups, or even as a whole class, to brainstorm a range of questions for the survey.

Note: students should work individually to select and refine the **five questions** to be included in their questionnaire. Collect students' questions as part of the assessment.

#### **Lessons 4 and 5: Recording and analysing survey results**

Discuss how the students are going to record their survey results. Ask them to develop a recording table to avoid having to photocopy multiple copies of the questionnaire (see example provided).

Once students have completed the survey and recorded the results into a table, or a series of tables, they work on their own to construct graphs, and/or charts to show the data. Collect students' summaries of results, graphs and charts for assessment.

While the survey data is being collected and analysed, model or explain processes to assist students with developing skills where necessary, including how to:

- analyse the data
- extract the relevant information
- identify patterns and trends
- draw conclusions, make inferences or propose explanations.

Information about analysing data can be found at:

- ABC Education – Leisure survey  
<https://www.abc.net.au/education/leisure-survey/13809070>

#### **Lesson 6: In-class written response**

Students write a response to the statement: **Consumers consider the impact on the environment when making choices about buying products made of plastic or packaged in plastic.**

This question is to be answered in class independently. Allow approximately one hour.

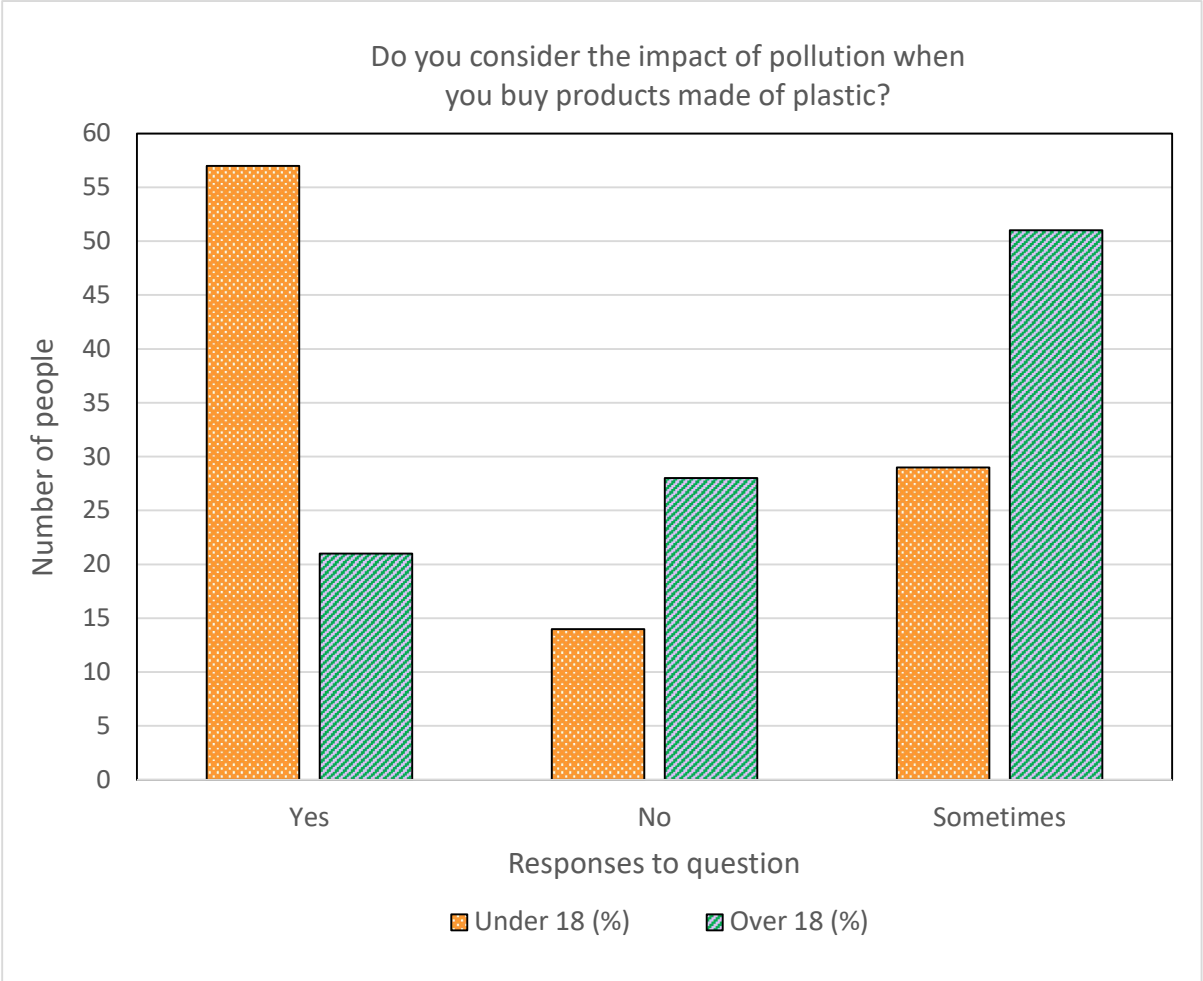
Students refer to their survey results, use subject-specific terminology and include evidence from the survey findings as part of their written response. Collect the written responses for assessment.

Teachers may decide to collate data from a common question to present to the students as a wider sample and common point of assessment. For example, teachers may notice that many students have chosen a question similar to the first question on the example table provided. Teachers may then construct a bar graph or a table for all students to incorporate into their written response. Alternatively, students may combine data with another student's but develop the rest of the assessment individually.

**Examples of how students can record their survey results**

	Person 1 Age:	Person 2 Age:					
<b>Question 1</b> Do you consider the impact of pollution when you buy products made of plastic?							
<b>Question 2</b> How many plastic products do you recycle on average in a week?	All✓ Most Some Few none	All Most Some Few✓ none					
<b>Question 3</b> Do you use single use plastic bags or reusable bags when shopping?							
<b>Question 4</b> Would you consider paying more for products in a recyclable container or wrapping?							
<b>Question 5</b> Would you reconsider recycling if there was a refund on the container or product?							

**Example – Graph of data as percentages**



**Example – Tally of raw data**

Recycling of plastic	Number of people
All	1
Most	2
Some	5
A Few	1
None	1
<b>TOTAL</b>	<b>10</b>

The mode of the data is some

## Instructions for students

### Year 6 Economics and Business – Making choices

Background information:

**'Every piece of plastic created still exists somewhere, and more than eight million tons of the stuff makes its way to the ocean every year.'**

**Plastic pollution is an overwhelming issue, and it can be hard to know where to begin when it comes to taking action.'**

#### Task overview

This task contains three (3) parts:

- 1) constructing the questionnaire and conducting the survey
- 2) recording and analysing the results
- 3) producing the written response.

#### 1. Questionnaire and survey

- Develop **five (5)** questions with the aim of finding out whether consumers consider the impact on the environment when purchasing plastic products and products packaged in plastic.
- Set up your questions in a questionnaire design format (i.e. questions can be open or closed, optional, multiple-choice or written). More information regarding designing a questionnaire can be found at: <https://www.surveymonkey.com/mp/survey-question-types/>.
- Use the questionnaire to survey at least **ten (10)** people.
- Use people of varying ages (i.e. do not just survey Year 6 students – include different age groups, such as older brothers or sisters, parents, neighbours, and seniors, for example, grandparents).
- You can survey people over the phone, but you will need to develop a way of recording the answers, e.g. writing them in a table.

#### 2. Recording and analysing survey results

- Record your survey results for each question in a table or a series of tables.
- Construct graphs or charts for responses to at least **three (3)** of your questions.
- Analyse your results and summarise
  - the patterns you see in the data
  - the most/least common consumers' opinions about the use of plastic
  - the responses which stood out as the most important about what consumers consider when deciding to purchase plastic products and packaging in the future.

#### 3. Written response

- Based on your own knowledge and understanding of purchasing decisions, in connection with the results of your survey, discuss the following statement:

**Consumers consider the impact on the environment when making choices about buying products made of plastic or packaged in plastic.**

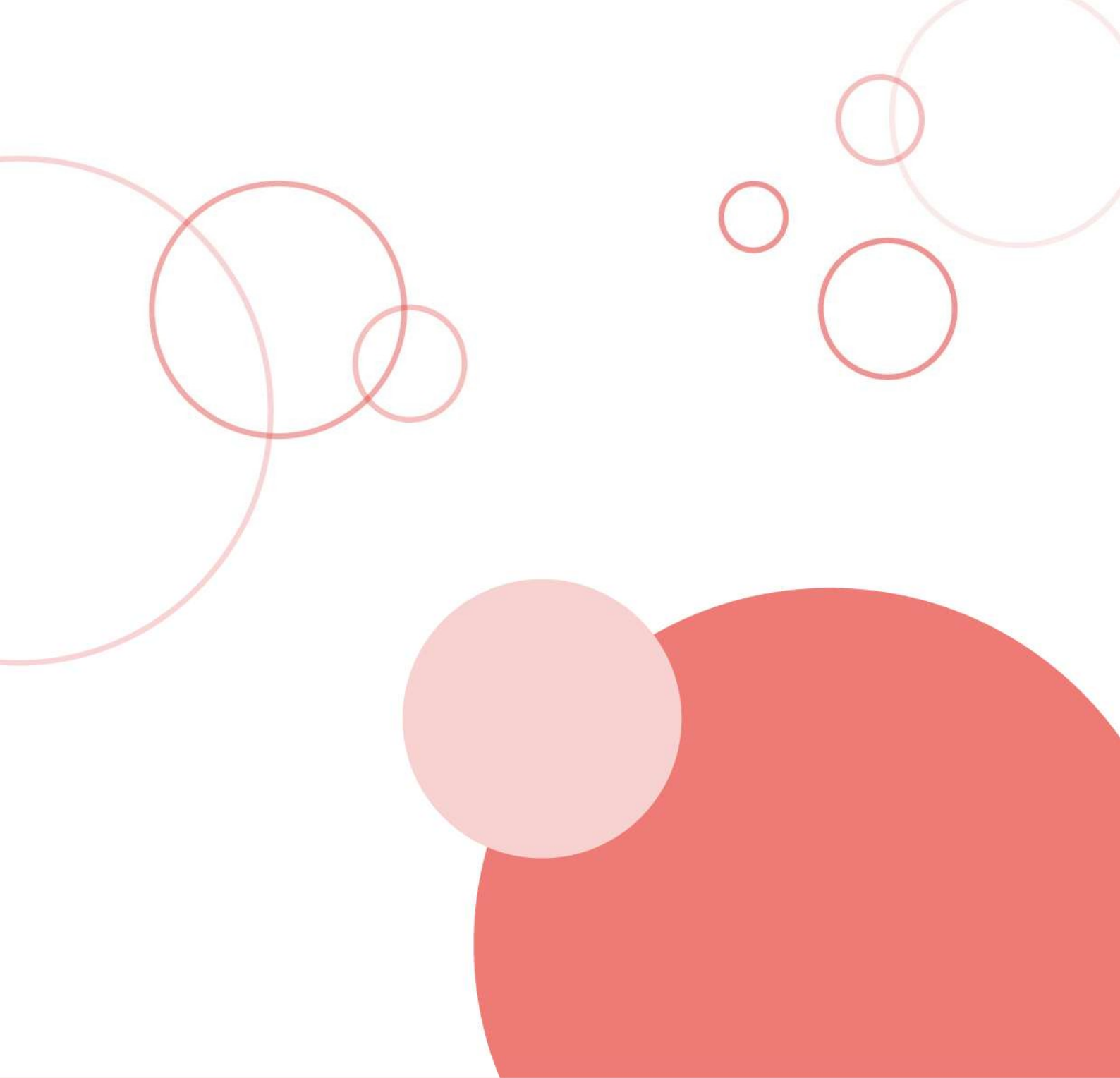
When writing your answer, include:

- facts, data and statistics from your survey to support your discussion
- other factors that may be important to consumers when making decisions about buying or using plastic products and packaging
- the different views and opinions shown in the survey results (i.e. did everyone have the same opinion? Do you consider age was a factor in the results?).

## Marking key

Description	Observation
<b>Questioning and researching</b>	✓
Develops targeted questions that successfully gather a range of information about the link between consumers making choices about what to buy and the impact their purchase may have on the environment (i.e. cause and effect of purchasing decisions).	
Develops questions designed to gather some information about the link between consumers making choices about what to buy and the impact their purchase may have on the environment (i.e. cause and effect of purchasing decisions).	
Develops simple questions that may be irrelevant or only partly relevant.	
<b>Questioning and researching</b>	✓
Records the data using a variety of relevant and accurate formats (e.g. tables, graphs, charts, graphic organisers) that are appropriate for the purpose.	
Records the data in at least two relevant formats.	
Records the data in a single format (e.g. a simple table or bar graph).	
<b>Analysing</b>	✓
Analyses the information in the survey accurately, inferring likely cause and effects and/or making relevant connections.	
Analyses the information, mostly accurately, to infer some likely cause and effects and/or make connections.	
Analyses some of the data but may require assistance.	
<b>Written response – Evaluating</b>	✓
Summarises the survey results correctly, including identifying a range of patterns shown by the data. Makes a range of accurate inferences about the data, consumers’ opinions and factors that influence consumers’ purchasing decisions.	
Summarises some of the survey results, including identifying some simple patterns shown by the data. Makes simple connections or inferences about the data and consumers’ opinions and factors that influence consumers’ purchasing decisions.	
Makes simple statements about the survey results.	
<b>Written response – Language – Communicating and reflecting</b>	✓
Presents findings using relevant subject-specific terminology.	
Presents findings using mostly subject-specific terminology.	
Presents findings using mostly everyday language.	





## **Appendix C**

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Assessment task 2:  
Migration to Australia



## Task details

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<b>Title</b>	Migration to Australia
<b>Description</b>	Students investigate reasons people migrate, the impact this has on the life of the immigrant and what provisions there are for immigrants coming to Australia.
<b>Type of assessment</b>	Summative or Formative
<b>Purpose of assessment</b>	To provide students with an opportunity to demonstrate their knowledge and understanding of the reasons for migration and migrants' contributions to society. Both questioning and researching skills are assessed.
<b>Evidence to be collected</b>	Questions and answers Written summary
<b>Suggested time</b>	Develop questions – 30 minutes Answering the questions, and written summary – 40 minutes
<b>Differentiation</b>	Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged. Where appropriate, teachers may either scaffold or extend the scope of the assessment task.  Teachers may choose for all students to view the same video clips or provide links to individual videos of individual electronic devices.

## Content descriptions

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### Knowledge and understanding

- Stories of groups of people who migrated to Australia, including from **one** Asian country, the reasons they migrated and their contributions to society

### Humanities and Social Sciences skills

#### Questioning and researching

- Develop and refine a range of questions required to plan an inquiry
- Locate and collect information and/or data from a range of appropriate primary sources and secondary sources
- Record selected information and/or data using a variety of methods

#### Communicating and reflecting

- Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms and using subject-specific terminology and concepts



## Key concepts

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Cause and effect, Perspectives, Empathy, Sources, Evidence, Continuity and change

## Task preparation

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### Prior learning

Students will be familiar with the different reasons people migrated to Australia after 1900 and their contributions to society. They will have prior experience using a variety of different sources and how to interpret the information in these sources to communicate ideas and present findings.

### Resources

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Students need access to videos of immigrants speaking about their experiences and electronic devices to complete this task.

#### Migrant stories

- Southern Migrant & Refugee Centre. Stories.  
<https://smrc.org.au/stories/>
- Australian Government Department of Home Affairs; Immigration and citizenship. Refugee stories.  
<https://immi.homeaffairs.gov.au/settling-in-australia/helping-refugees/refugee-stories>
- ABC Behind the News. New Migrants.  
<https://www.abc.net.au/btn/classroom/new-migrants/10533444>
- National Archives of Australia. Across the seas: stories of migration to Australia.  
<https://www.naa.gov.au/students-and-teachers/classroom-resources/english/across-seas-stories-migration-australia>



## Instructions for teachers

### Part 1 Developing questions (30 minutes)

Have a brief discussion with the class to review the information that has been covered so far in this unit of work. Explain to students that they will need to write a summary of the experience of migrants. Use the context of how each student's own life may be affected if they went to live in another country, discussing:

- events or contexts that may cause migration
- aspects of life that would remain the same and aspects of life that would change (including challenges)
- the support systems they would need
- what roles their parents would have in another country (jobs, caring for others, volunteering).

Have students write five or six focus questions to guide their viewing. Collect these for marking and review. Following this, you may choose to refine these questions before undertaking the rest of the task.

### Part 2 Answering the questions, and written summary (40 minutes)

Explain to students that they will be shown several videos of migrants and that during the viewing they are to take notes that will help them to answer each of the questions they created. They will then write the answer to each question in full. Once complete, they should write a summary that outlines a typical migrant experience.

The students write a summary to outline aspects of the migrant experience, such as:

- events or contexts that cause migration
- aspects of life that have remained the same and those that have changed
- the major impacts of migration on people's lives (including challenges)
- the support system for migrants in Australia
- what roles immigrants have in Australia (jobs, caring for others, volunteering)

## Marking key

Description	Observation
<b>Part 1: Developing questions (Questioning and researching)</b>	✓
Develops a range of questions which have the potential to answer all aspects of the inquiry in considerable depth.	
Develops questions which have the potential to broadly answer all/most aspects of the inquiry.	
Develops questions which will answer the inquiry in a limited way. Requires support to develop relevant questions.	
<b>Part 2: Answering the questions (Questioning and researching)</b>	✓
Interprets and collects relevant and detailed information from provided sources.	
Interprets and collects relevant information from provided sources.	
Needs support to collect and/or interpret relevant information.	
<b>Part 2: Written summary (Communicating and reflecting)</b>	✓
Presents findings and conclusion, appropriate to audience and purpose, in an effective summary using subject-specific terminology and concepts.	
Presents findings in a summary appropriate to audience and purpose, mostly using subject-specific terminology and concepts.	
Needs support to create a summary that includes some information from the videos viewed.	



## **Acknowledgements**

### **Appendix B**

#### **Assessment task 1: The cost of plastic**

Instructions for students, Background information quote from: Clean Up Australia. (n.d.). [Register page for Clean Up Australia event Strawkle]. Retrieved August, 2025, from

<https://register.cleanup.org.au/strawkle>



