



## SAMPLE TEACHING AND LEARNING OUTLINE

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**HUMANITIES AND SOCIAL SCIENCES**  
**YEAR 10**

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## **Disclaimer**

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their teaching and learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the learning area syllabus.

Week	Syllabus content	Lesson content	Suggested activities/resources
<b>Civics and Citizenship</b>			
1–3	<p><b>Justice at home and overseas</b></p> <p>The key features and values of Australia’s system of government (e.g. democratic elections, the separation of powers) compared with <b>one</b> other system of government in the Asia region, such as China, Japan, India or Indonesia</p>	<p>Compare Australia and Indonesia</p> <p>Focus on a recent election in each country</p> <ul style="list-style-type: none"> <li>• participation</li> <li>• freedom of the press</li> <li>• independence of the electoral authority</li> </ul> <p>Does the separation of powers exist in each country?</p> <p>What is the relationship between the executive, legislative and judicial branches of government?</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>• questioning and research</li> <li>• analysing</li> </ul> <p>Concepts:</p> <ul style="list-style-type: none"> <li>• democracy</li> <li>• democratic values</li> <li>• participation</li> <li>• the Westminster system</li> </ul>	<p>PEO website includes a comparison with Indonesia  <a href="http://www.peo.gov.au/learning/closer-look.html">http://www.peo.gov.au/learning/closer-look.html</a></p> <p>Australian Electoral Commission  <a href="http://www.aec.gov.au/Elections/Australian_electoral_history/">http://www.aec.gov.au/Elections/Australian_electoral_history/</a></p> <p>The Indonesian election 2014 and democracy  <a href="http://www.economist.com/blog/s/banyan/2014/07/indonesias-democracy">http://www.economist.com/blog/s/banyan/2014/07/indonesias-democracy</a></p> <p>Indonesian election 2014 and democracy  <a href="https://www.ndi.org/indonesia">https://www.ndi.org/indonesia</a></p>
4	<p>Australia’s roles and responsibilities at a global level (provision of foreign aid, peacekeeping, participation in international organisations, such as UN)</p>	<p>View film: <i>Australia as a global citizen</i></p> <p>In groups, research particular topics and report to the class</p> <p>Topics include:</p> <ul style="list-style-type: none"> <li>• changes to foreign aid allocation over time</li> <li>• particular peacekeeping missions</li> <li>• Australia at the UN</li> <li>• Australia and G20</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• questioning and research</li> <li>• analysing</li> <li>• communicating and reflecting</li> </ul> <p>Concepts:</p> <ul style="list-style-type: none"> <li>• rights and responsibilities</li> </ul>	<p><i>Australia as a global citizen</i> (2010) (ClickView)</p> <p>Peacekeeping  <a href="https://www.awm.gov.au/atwar/peacekeeping.asp">https://www.awm.gov.au/atwar/peacekeeping.asp</a></p> <p>Foreign aid  <a href="http://dfat.gov.au/aid/Pages/australias-aid-program.aspx">http://dfat.gov.au/aid/Pages/australias-aid-program.aspx</a></p>
5	<p>The role of the High Court, including interpreting the Constitution</p>	<p>Various roles of the High Court in the Australian political and legal system</p> <p>Study of one constitutional case, e.g.</p> <ul style="list-style-type: none"> <li>• Uniform Tax (1942)</li> <li>• Tasmanian Dam Case (1983)</li> <li>• Work Choices Case (2006)</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• analysing</li> </ul> <p>Concepts:</p>	<p>Law society website  <a href="https://www.lawsocietywa.asn.au/wp-content/uploads/2015/10/2016-Year-10-Post-Visit-Teacher-Resource.pdf">https://www.lawsocietywa.asn.au/wp-content/uploads/2015/10/2016-Year-10-Post-Visit-Teacher-Resource.pdf</a></p> <p>Chapter 3 Commonwealth Constitution</p> <p>PEO website  <a href="http://www.peo.gov.au/learning/closer-look/the-australian-">http://www.peo.gov.au/learning/closer-look/the-australian-</a></p>

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		<ul style="list-style-type: none"> <li>• democracy</li> <li>• justice</li> </ul>	<a href="http://constitution/the-constitution-and-the-high-court.html">constitution/the-constitution-and-the-high-court.html</a>
6	The international agreements Australia has ratified and examples of how they shape government policies and laws (e.g. the protection of World Heritage areas, the International Convention on the Elimination of All Forms of Racial Discrimination, the Convention on the Rights of the Child, the Declaration on the Rights of Indigenous Peoples)	<p>The impact of treaties on:</p> <ul style="list-style-type: none"> <li>• Australian law</li> <li>• Australian policy making</li> </ul> <p>Investigate an example connecting a particular international agreement/treaty with governmental policy/law in Australia</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>• questioning and research</li> <li>• analysing</li> </ul> <p>Concepts:</p> <ul style="list-style-type: none"> <li>• democracy</li> <li>• rights and responsibilities</li> </ul>	<p>Gareth Evans Speech  <a href="http://australianpolitics.com/1995/09/04/international-treaties-their-impact-on-australia.html">http://australianpolitics.com/1995/09/04/international-treaties-their-impact-on-australia.html</a></p> <p>Australia and Human Rights Treaties  <a href="https://www.humanrights.gov.au/human-rights-explained-fact-sheet-7australia-and-human-rights-treaties">https://www.humanrights.gov.au/human-rights-explained-fact-sheet-7australia-and-human-rights-treaties</a></p>
7–8	The threats to Australia’s democracy and other democracies, such as the influence of vested interests, organised crime, corruption and lawlessness	<p>Identification and examination of particular threats to Australia’s democracy and other democracies</p> <p>Use the David Kilgour analysis or the Jared Diamond ‘threats to American democracy’ as a starting point for the identification and examination of particular threats</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>• analysing</li> <li>• evaluating</li> </ul> <p>Concepts:</p> <ul style="list-style-type: none"> <li>• democracy</li> <li>• democratic values</li> </ul>	<p>Organised Crime in Australia 2015  <a href="https://crimecommission.gov.au/publications/intelligence-products/organised-crime-australia/organised-crime-australia-2015">https://crimecommission.gov.au/publications/intelligence-products/organised-crime-australia/organised-crime-australia-2015</a></p> <p>Why Australia needs to change its view on organised crime  <a href="http://theconversation.com/why-australia-needs-to-change-its-view-of-organised-crime-42822">http://theconversation.com/why-australia-needs-to-change-its-view-of-organised-crime-42822</a></p> <p>Kilgour analysis  <a href="http://www.david-kilgour.com/mp/democra2.htm">http://www.david-kilgour.com/mp/democra2.htm</a></p> <p>Diamond ‘threats to American democracy’  <a href="http://newsroom.ucla.edu/stories/four-threats-to-american-democracy-250120">http://newsroom.ucla.edu/stories/four-threats-to-american-democracy-250120</a></p>
9	The safeguards that protect Australia’s democratic system and society, including shared values and the right to dissent within the bounds of the law	<p>The role of the Human Rights Commission</p> <p>The role of media in its various forms</p> <p>The role of an independent judiciary</p> <p>Western Australia: Criminal Code</p>	<p>Ch.17 Terry Moran: The challenges for the public service in protecting Australia’s democracy in the future  <a href="http://press.anu.edu.au/wp-content/uploads/2012/04/ch17.pdf">http://press.anu.edu.au/wp-content/uploads/2012/04/ch17.pdf</a></p>

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		<p>Amendment (Prevention of Lawful Activity) Bill 2015</p> <p>Use the debate on the WA bill and responses/reactions from the wider community to question whether all safeguards fulfil their purpose</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>• analysing</li> <li>• evaluating</li> </ul> <p>Concepts:</p> <ul style="list-style-type: none"> <li>• democracy</li> <li>• democratic values</li> <li>• justice</li> <li>• rights and responsibilities</li> </ul>	<p>A Charter for a Free Press in Australia</p> <p><a href="http://www.presscouncil.org.au/charter-of-press-freedom/">http://www.presscouncil.org.au/charter-of-press-freedom/</a></p>

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<b>Economics and Business</b>			
1–2	<p><b>Economic performance and living standards.</b></p> <p>Indicators of economic performance (e.g. economic growth rates, unemployment trends, inflation rates, human development index, quality of life index, sustainability indexes) and how Australia’s economy is performing</p> <p>The links between economic performance and living standards, the variations that exist within and between economies and the possible causes (e.g. foreign investment, employment rates and levels of debt)</p>	<p>Brainstorm what is meant by ‘economic performance’</p> <p>Data interpretation using a variety of criteria, coming to an understanding of what each term means through the analysis</p> <p>Are living standards the same throughout Australia? Why the differences? A direct comparison between urban, rural and remote Australia using specific criteria: unemployment; ethnicity; age; gender.</p> <p>Why the differences between particular countries?</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>• analysing</li> <li>• evaluating</li> </ul> <p>Concepts:</p> <ul style="list-style-type: none"> <li>• economic performance and living standards</li> </ul>	<p>Data for Australia  <a href="http://www.tradingeconomics.com/australia/indicators">http://www.tradingeconomics.com/australia/indicators</a></p> <p>ABS Measures of Australia’s Progress  <a href="http://www.abs.gov.au/ausstats/abs@.nsf/Lookup/1370.0main+features392013">http://www.abs.gov.au/ausstats/abs@.nsf/Lookup/1370.0main+features392013</a></p> <p>UN Human Development Reports  <a href="http://hdr.undp.org/en/data">http://hdr.undp.org/en/data</a></p> <p>Use of:  Genuine Progress Indicator (GPI)  Measuring Australia’s Progress (MAP)  The Human Development Index (HDI)  <a href="http://www.tsfx.com.au/wp-content/uploads/2012/06/vic-sample-notes-economicsx.pdf">http://www.tsfx.com.au/wp-content/uploads/2012/06/vic-sample-notes-economicsx.pdf</a></p>
3–5	<p>The distribution of income and wealth in the economy, and the ways in which governments can redistribute income (e.g. through taxation, social welfare payments)</p> <p>The ways that governments manage the economy to improve economic performance and living standards (e.g. productivity policy, training and workforce development policy, migration), and to minimise the effects of externalities (e.g. regulation)</p>	<p>Brainstorm:</p> <p>How is the government involved in the economy?</p> <p>Why is the government involved?</p> <p>What the government provides. Why?</p> <p>A study of the Budget – Commonwealth; State and its outcomes</p> <p>Examination of particular ways governments manage the economy:</p> <ul style="list-style-type: none"> <li>• to improve economic performance</li> <li>• to minimise externalities</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• analysing</li> <li>• evaluating</li> </ul> <p>Concepts:</p> <ul style="list-style-type: none"> <li>• economic performance and living standards</li> <li>• allocation and markets</li> </ul>	<p>Regulation of business activity to prevent monopolies; collusion regarding prices, interest rates.</p> <p>Study of the role and actions taken by ASIC; ACCC</p> <p>Mining and pollution control and the associated regulations and their enforceability</p>

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6–7	Factors that influence major consumer and financial decisions (e.g. price, availability and cost of finance, marketing of products, age and gender of consumers, convenience, ethical and environmental considerations) and the short-term and long-term consequences of these decisions	Explore the need to prioritise when making major consumer and financial decisions. Skills: <ul style="list-style-type: none"> <li>analysing</li> </ul> Concepts: <ul style="list-style-type: none"> <li>scarcity</li> <li>making choices</li> </ul>	Possible studies: <ul style="list-style-type: none"> <li>comparison of mobile phone plans</li> <li>buying a motor car and its maintenance</li> <li>assessing credit cards</li> </ul>
8–9	The ways businesses organise themselves to improve productivity (e.g. provision of training, investment in applications of technology, use of just-in-time inventory systems) Ways that businesses respond to improved economic conditions (e.g. increasing their research and development funding to create innovative products, adjusting marketing strategies to expand their market share)	Use examples to explore particular Australians/businesses who/which have built international businesses: <ul style="list-style-type: none"> <li>Janine Allis and Boost Juice</li> <li>Graham Turner and Flight Centre</li> <li>McDonald's/Dell and just-in-time inventory systems</li> </ul> Use examples to explore: <ul style="list-style-type: none"> <li>how a business organises itself to improve productivity</li> <li>how a business responds to improved economic conditions</li> </ul> Devise a series of questions to ask invited speakers to talk of their experiences Skills: <ul style="list-style-type: none"> <li>questioning and research</li> <li>evaluation</li> </ul> Concepts: <ul style="list-style-type: none"> <li>interdependence</li> <li>specialisation and trade</li> </ul>	Boost Juice <a href="http://www.boostjuice.com.au/about">http://www.boostjuice.com.au/about</a> Janine Allis <a href="http://www.janineallis.com.au/">http://www.janineallis.com.au/</a> Graham Turner Flight Centre <a href="http://www.afr.com/leadership/is-graham-turner-australias-most-entrepreneurial-ceo-20130529-iyudt">http://www.afr.com/leadership/is-graham-turner-australias-most-entrepreneurial-ceo-20130529-iyudt</a> Just-in-time inventory system case study <a href="http://www.inventorymanagementreview.org/justintime/">http://www.inventorymanagementreview.org/justintime/</a> Guest Speaker(s) talking about their (small) business Students submit questions to be addressed

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<b>Geography</b>			
<b>1</b>	<p><b>Environmental change and management</b></p> <p>The human-induced environmental changes that challenge sustainability (e.g. water and atmospheric pollution, degradation of land, inland and coastal aquatic environments)</p> <p>The environmental world views of people and their implications for environmental management</p>	<p>Introduce the concept of sustainability</p> <p>Evaluate students individual ecological footprint</p> <p>Discuss why different people have different priorities in terms of the environment</p> <p>The impact/consequences of these differences for environmental management</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>• analysing</li> <li>• evaluation</li> </ul> <p>Concepts:</p> <ul style="list-style-type: none"> <li>• sustainability</li> <li>• scale</li> <li>• change</li> </ul>	<p>Various TED talks</p> <p>Ecological footprint calculator  <a href="http://www.wwf.org.au/our_work/people_and_the_environment/human_footprint/footprint_calculator/">http://www.wwf.org.au/our_work/people_and_the_environment/human_footprint/footprint_calculator/</a></p> <p>GeogSpace: Managing coastlines  <a href="http://www.geogspace.edu.au/core-units/years-9-10/exemplars/year-10/y10-exemplars-y10-illus1.html">http://www.geogspace.edu.au/core-units/years-9-10/exemplars/year-10/y10-exemplars-y10-illus1.html</a></p> <p>Earthcam  <a href="http://www.earthcam.com/">http://www.earthcam.com/</a></p>
<b>2–4</b>	<p>Select <b>one</b> of the following types of environments as the context for comparative study of an environmental change for Australia and <b>one</b> other country:</p> <ul style="list-style-type: none"> <li>• land</li> <li>• inland water</li> <li>• coast</li> <li>• marine</li> <li>• urban</li> </ul> <p>The causes and likely consequences of the environmental change being investigated</p>	<p>Virtual fieldwork to introduce the approaches and aims of a local field trip</p> <p>Comparative study of an environmental change in one other country – causes and likely consequences</p> <p>Uses images showing land changes in different locations at a range of scales</p> <p>Suggested validation exercise based on local study, and in <b>one</b> other country in terms of causes and likely consequences of the environmental change investigated</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>• questioning and research</li> <li>• analysing</li> <li>• evaluating</li> <li>• communicating</li> </ul> <p>Concepts:</p> <ul style="list-style-type: none"> <li>• place</li> <li>• environment</li> <li>• interconnection</li> <li>• sustainability</li> <li>• scale</li> <li>• change</li> </ul>	<p>Field trip with a focus on one of the following:</p> <ul style="list-style-type: none"> <li>• wetlands</li> <li>• coastal</li> <li>• mining</li> <li>• soil degradation</li> <li>• urban development</li> </ul> <p>Lake Monger virtual fieldtrip  <a href="http://www.geogspace.net.au/Care%20units/Years%209-10/index.php">http://www.geogspace.net.au/Care%20units/Years%209-10/index.php</a></p> <p>Human Planet Explorer  <a href="http://www.bbc.co.uk/nature/humanplanetexplorer/">http://www.bbc.co.uk/nature/humanplanetexplorer/</a></p>
<b>5</b>	<p>The strategies to manage the environmental change being investigated</p>	<p>Evaluate the sustainability of the strategies being used to manage the environmental change</p>	<p>Project Eden  <a href="http://www.sharkbay.org.au/project-eden-introduction.aspx">http://www.sharkbay.org.au/project-eden-introduction.aspx</a></p>

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	The application of environmental, economic and social criteria in evaluating management responses to the change being investigated	<p>What has been done?            What has been achieved?            With what impact in terms of the environment; the economy; society?            Role play differing worldviews on how the environmental change should be managed</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>questioning and research</li> <li>analysing</li> <li>evaluating</li> <li>communicating</li> </ul> <p>Concepts:</p> <ul style="list-style-type: none"> <li>interconnection</li> <li>sustainability</li> <li>scale</li> <li>change</li> </ul>	
6–8	<p><b>Geographies of human well being</b></p> <p>The different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places</p> <p>The reasons for spatial variations between countries in selected indicators of human wellbeing</p> <p>The issues affecting the development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands</p>	<p>Brainstorm ways to measure human wellbeing and development</p> <p>Infographics</p> <p>Mapping human wellbeing</p> <p>Individual research on selected country or region</p> <p>Provide opportunities for students to:</p> <ul style="list-style-type: none"> <li>construct, select and evaluate a range of questions and hypotheses involving cause and effect, patterns and trends</li> <li>draw evidenced-based conclusions by evaluating information and/or data</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>questioning and research</li> <li>analysing</li> <li>evaluating</li> <li>communicating</li> </ul> <p>Concepts:</p> <ul style="list-style-type: none"> <li>place</li> <li>environment</li> <li>interconnection</li> <li>sustainability</li> <li>scale</li> <li>change</li> </ul>	<p>Gapminder: Unveiling the beauty of statistics for a fact based world view  <a href="https://www.gapminder.org/">https://www.gapminder.org/</a></p> <p>Happy Planet Index data/associated 'videos'  <a href="http://happyplanetindex.org/about/">http://happyplanetindex.org/about/</a></p> <p>Geospatial Revolution  <a href="http://geospatialrevolution.psu.edu/episode4">http://geospatialrevolution.psu.edu/episode4</a></p> <p>Scootle  <a href="http://www.scootle.edu.au/ec/search?accContentId=ACHGK079">http://www.scootle.edu.au/ec/search?accContentId=ACHGK079</a></p> <p>Refugee migration  <a href="http://www.geogspace.edu.au/core-units/years-9-10/exemplars/year-10/y10-exemplars-y10-illus3.html">http://www.geogspace.edu.au/core-units/years-9-10/exemplars/year-10/y10-exemplars-y10-illus3.html</a></p> <p>Geography of human wellbeing: a diverse and connected world  <a href="https://www.worldvision.com.au/get-involved/school-resources/group/geography-of-human-well-being-a-diverse-and-connected-world">https://www.worldvision.com.au/get-involved/school-resources/group/geography-of-human-well-being-a-diverse-and-connected-world</a></p> <p>Geographies of human wellbeing  <a href="http://www.globaleducation.edu.au/verve/resources/global_well_being_booklet.pdf">http://www.globaleducation.edu.au/verve/resources/global_well_being_booklet.pdf</a></p>
9	The role of international and national government and	Examine the work of various organisations in Australia and	

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	<p>non-government organisations' initiatives in improving human wellbeing in Australia and other countries</p>	<p>overseas which improve human wellbeing</p> <p>This can be very focussed both within Australia and in other countries</p> <p>Organisations include:</p> <ul style="list-style-type: none"> <li>• AusAID</li> <li>• UNICEF</li> <li>• International Red Cross and Red Crescent Movement</li> <li>• World Vision</li> <li>• CARE Australia</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• analysing</li> <li>• evaluating</li> <li>• communicating</li> </ul> <p>Concepts:</p> <ul style="list-style-type: none"> <li>• place</li> <li>• interconnection</li> <li>• sustainability</li> <li>• scale</li> <li>• change</li> </ul>	

Week	Syllabus content	Lesson content	Suggested activities/resources
<b>History</b>			
<b>1</b>	<p><b>The modern world and Australia</b></p> <p>Overview: The inter-war years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression</p>	<p>Outline the political, economic and social impact of the Treaty of Versailles, the Roaring Twenties and the Great Depression on Britain, Germany and Australia.</p> <p>Examine the connections between these events and the rise in support for fascism/militarism?</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>• analysing</li> <li>• communicating and reflecting</li> </ul>	
<b>2</b>	<p><b>Depth Study 1: Investigating World War II (1939-45)</b></p> <p>The causes and course of World War II</p> <p>The experiences of Australians during World War II, such as prisoners of war (POWs), the Battle of Britain, Kokoda, and the fall of Singapore</p>	<p>Identify the causes:</p> <ul style="list-style-type: none"> <li>• Militarism/Japan</li> <li>• Fascism/Germany, Italy</li> </ul> <p>Acts of aggression including land conquests: Europe; Asia</p> <p>Course: Time-line with a focus on Australia, Japan, USA including key battles</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>• questioning and research</li> <li>• communicating and reflecting</li> </ul> <p>Concepts:</p> <ul style="list-style-type: none"> <li>• cause and effect</li> <li>• perspective</li> <li>• empathy</li> </ul>	<p>The rise of the Militarists <a href="http://www.willamette.edu/~rloftus/militarismrise.html">http://www.willamette.edu/~rloftus/militarismrise.html</a></p> <p>Japanese military aggression in East Asia 1931–1937 <a href="http://www.pacificwar.org.au/historicalbackground/JapMilaggro.html">http://www.pacificwar.org.au/historicalbackground/JapMilaggro.html</a></p> <p>German and Japanese drives for empire in the 1930s <a href="http://resourcesforhistoryteachers.wikispaces.com/WHII.23">http://resourcesforhistoryteachers.wikispaces.com/WHII.23</a></p> <p>Growth of US–Japanese Hostility 1915–32 <a href="http://edsitement.neh.gov/lesson-plan/growth-us-japanese-hostility-1915-1932#sect-thelesson">http://edsitement.neh.gov/lesson-plan/growth-us-japanese-hostility-1915-1932#sect-thelesson</a></p> <p>In groups, research particular topics which emphasise the experience of Australians during World War II; make a short presentation to the class which includes visual materials</p> <p>Australian Prisoners of War (2009), Australian Government Department of Veterans’ Affairs Kokoda Track/exploring the site of the battle <a href="http://kokoda.commemoration.gov.au/">http://kokoda.commemoration.gov.au/</a></p>
<b>3–5</b>	<p>An examination of significant events of World War II, including the Holocaust and the use of the atomic bomb</p> <p>Impact of World War II, with</p>	<p>Particular aspects of this topic lend themselves to focused research</p> <p>Use a variety of materials, including primary and secondary evidence, including film to discuss</p>	<p>Source analysis exercise related to the Holocaust <a href="http://www.yadvashem.org/yv/en/holocaust/index.asp">http://www.yadvashem.org/yv/en/holocaust/index.asp</a></p> <p>Home front/various aspects</p>

Week	Syllabus content	Lesson content	Suggested activities/resources
	particular emphasis on the Australian home front, including the changing roles of women and the use of wartime government controls (e.g. conscription, manpower controls, rationing, censorship)	various aspects  Skills: <ul style="list-style-type: none"> <li>• analysing</li> <li>• evaluating</li> <li>• communicating and reflecting</li> </ul> Concepts: <ul style="list-style-type: none"> <li>• source</li> <li>• evidence</li> <li>• cause and effect</li> <li>• perspective</li> <li>• empathy</li> <li>• significance</li> <li>• contestability</li> </ul>	<a href="http://ergo.slv.vic.gov.au/explore-history/australia-wwii/home-wii/">http://ergo.slv.vic.gov.au/explore-history/australia-wwii/home-wii/</a> Australian women in World War II <a href="http://anzacportal.dva.gov.au/sites/default/files/publication-attachments/DVA_Women_in_War_part3_0.pdf">http://anzacportal.dva.gov.au/sites/default/files/publication-attachments/DVA_Women_in_War_part3_0.pdf</a> Women at work <a href="http://john.curtin.edu.au/legacex/women.html">http://john.curtin.edu.au/legacex/women.html</a>
			1942–45 Genocide/steps taken by the Nazis out carry out the 'Final Solution' <a href="http://www.hhrecny.org/clientuploads/curriculum/HHREC_Holocaust_Curriculum_Lesson5.pdf">http://www.hhrecny.org/clientuploads/curriculum/HHREC_Holocaust_Curriculum_Lesson5.pdf</a> Debate: the necessity to use the bomb on Japan. The following site outlines the case for and against <a href="http://www.authentichistory.com/1939-1945/1-war/4-Pacific/4-abombdecision/">http://www.authentichistory.com/1939-1945/1-war/4-Pacific/4-abombdecision/</a> The decision to use the bomb, including primary sources <a href="http://afe.easia.columbia.edu/special/japan_1900_bomb.htm">http://afe.easia.columbia.edu/special/japan_1900_bomb.htm</a>
6	<b>Depth Study 2: Investigating rights and freedoms (1945–the present)</b> The origins and significance of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration The background to the struggle of Aboriginal and Torres Strait Islander Peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations	The Charter of the United Nations Roles of: <ul style="list-style-type: none"> <li>• Eleanor Roosevelt</li> <li>• Dr H.V. Evatt</li> <li>• William Hodgson in the UDHR</li> </ul> The Articles of the Declaration Significance of the Declaration: <ul style="list-style-type: none"> <li>• Decolonisation</li> <li>• Anti-Apartheid movement in South Africa</li> </ul> Brief overview using timeline, film clips, primary evidence	<a href="#">UN Web TV</a> selected clips, including Hodgson <a href="http://evatt.org.au/papers/doc-un-udhr.html">http://evatt.org.au/papers/doc-un-udhr.html</a> <a href="https://www.facinghistory.org/for-educators/educator-resources/resource-collections/universal-declaration-human-rights">https://www.facinghistory.org/for-educators/educator-resources/resource-collections/universal-declaration-human-rights</a> Timeline for Indigenous Rights, including primary sources <a href="http://indigenoustrights.net.au/timeline">http://indigenoustrights.net.au/timeline</a>
7	The US civil rights movement and its influence on Australia	Use a variety of sources, including film clips to make a comparison	Comparing American Civil Right movement to Australian Civil

Week	Syllabus content	Lesson content	Suggested activities/resources
	<p>The significance of <b>one</b> of the following for the civil rights of Aboriginal and Torres Strait Islander Peoples: 1962 right to vote federally; 1967 referendum; reconciliation; Mabo decision; <i>Bringing Them Home Report (the Stolen Generations)</i>; the Apology</p>	<p>and discuss the extent of the influence and change</p> <p>Emphasis on the significance for the civil rights of Aboriginal and Torres Strait Islander Peoples – short- and long-term.</p> <p>Consider what is referred to; significance for the group themselves and the wider Australian community in the short- and long-term (to be discussed in class or a written validation exercise).</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>• questioning and research</li> <li>• analysing</li> <li>• communicating and reflecting</li> </ul> <p>Concepts:</p> <ul style="list-style-type: none"> <li>• evidence</li> <li>• sources</li> <li>• significance</li> </ul>	<p>Rights movement</p> <p><a href="https://www.youtube.com/watch?v=M7Qv-s1FeSw">https://www.youtube.com/watch?v=M7Qv-s1FeSw</a></p> <p>Aborigines and the Civil Rights Movement</p> <p><a href="https://www.youtube.com/watch?v=4JudeGxEowY">https://www.youtube.com/watch?v=4JudeGxEowY</a></p>
8–9	<p>Methods used by civil rights activists to achieve change for the Aboriginal and Torres Strait Islander Peoples, and the role of <b>one</b> individual or group in the struggle</p>	<p>Freedom Ride 1965</p> <p>The Gurindji Strike</p> <p>Aboriginal Tent Embassy</p> <p>Individuals include:</p> <ul style="list-style-type: none"> <li>• Charles Perkins</li> <li>• Noel Pearson</li> <li>• Faith Bandler</li> <li>• Vincent Lingiari</li> <li>• Patrick Dodson</li> <li>• Eddie Mabo</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• questioning and research</li> <li>• analysing</li> <li>• communicating and reflecting</li> </ul> <p>Concepts:</p> <ul style="list-style-type: none"> <li>• evidence</li> <li>• empathy</li> <li>• significance</li> </ul>	