



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

Humanities and Social Sciences: Geography

Teaching, learning and assessment exemplar

Year 8

Changing nations



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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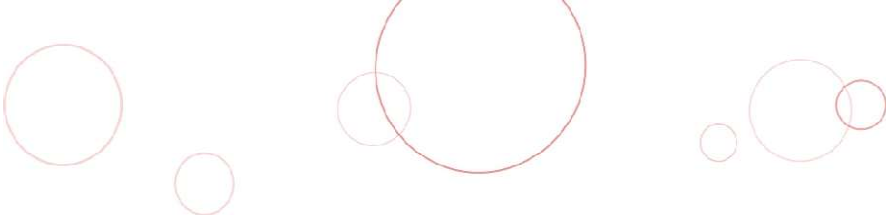
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Disclaimer

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 learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

This resource utilises 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.



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The Western Australian Curriculum

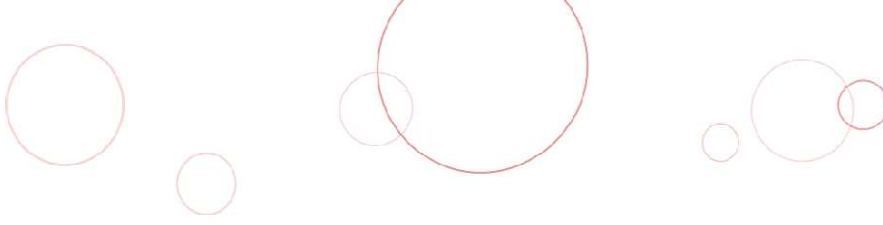
The *Western Australian Curriculum and Assessment Outline* (the *Outline* – <https://k10outline.scsa.wa.edu.au/>) sets out the mandated curriculum, guiding principles for teaching, learning and assessment, and support for teachers in their assessment and reporting of student achievement. The *Outline* 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 demonstrates a sequence of teaching and learning, including suggested assessment points, for 16 lessons.

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, a sample assessment task and marking key
- 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.

Resources legend

The following symbols are used in this exemplar to provide teachers with information on the nature of the resources included in the lesson sequence:

Symbol	Name	Description	Examples of use
	Multimedia	Video or audio materials to be shown to the class	<ul style="list-style-type: none">• YouTube clips• documentary• podcasts
	Webpage	Online information source	<ul style="list-style-type: none">• news article• museum website• government website
	Student resource	Resource that students need to access for learning	<ul style="list-style-type: none">• student worksheets• graphic organiser template• interactive webpage
	Lesson materials	Materials that require teacher preparation prior to lesson	<ul style="list-style-type: none">• collection of images• card-sort activities• materials for practical activities
	Teacher support resource	Additional information to support teachers in the suggested lesson	<ul style="list-style-type: none">• thinking routine instructions• example of completed graphic organisers• additional information on topic

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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 School Curriculum and Standards Authority (the Authority) website

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

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/overview/humanities-and-social-sciences-ways-of-assessing>.

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.



Changing nations

This exemplar can be used to develop students' understanding of key geographical concepts and skills and apply them to the interconnections between people and places, to explain the movement of people at a local, national and global scale.

If the relevant syllabus content and suggested learning experiences have been studied, students will be well positioned to address the requirements of the assessment task to the best of their ability. The assessment task will require students to collect a range of images to create a photo essay that shows the reasons for, and the effects of, international migration in their local community.



Year level description

In the early adolescence phase of schooling, students align with their peer group and begin to question established conventions, practices and values. Learning and teaching programs assist students to develop a broader and more comprehensive understanding of the contexts of their lives and the world in which they live.

In Humanities and Social Sciences, students assume increased responsibility and engage in important decision-making within the class and school to support their growing independence and collaborative skills. Exploration of alternative ideas, perspectives and world views allows students to see themselves as active participants in their own continuing development and that of their society.

In Year 8, students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues, and phenomena, both historical and contemporary.

Students continue to build on their understanding of the concepts of the Westminster system, democracy and participation. They investigate the types of law in Australia and how they are made. They consider the responsibilities and freedoms of citizens, and how Australians can actively participate in their democracy, including the election process.

The concept of markets is introduced to further develop students' understanding of the concepts of interdependence, making choices and allocation. They consider how markets work and the rights, responsibilities and opportunities that arise for businesses, consumers and governments. Students consider the influences on the way people work and explore the factors that influence people's financial decision-making.

The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking and provide students with the opportunity to inquire into the significance of landscapes to people and the spatial change in the distribution of populations. They apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations.

Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of the medieval period into the modern period. They consider how societies changed, what key beliefs and values emerged, and the causes and effects of conflict, revolution and technological advancement.



Achievement standard

By the end of the year:

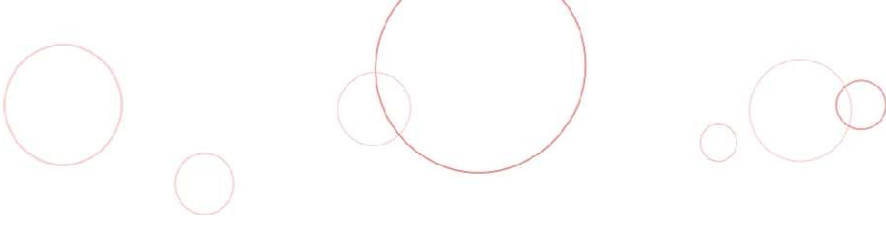
Students construct a range of questions and use a variety of methods to select, collect and organise information and/or data from appropriate sources. They develop criteria to determine the usefulness of primary and/or secondary sources for a purpose. When interpreting sources, students identify their origin and purpose, and distinguish between fact and opinion. They interpret information and/or data to identify points of view/perspectives, relationships and/or trends, and to sequence events and developments. Students apply subject-specific skills to translate information and/or data from one format to another, in both familiar and unfamiliar situations. They draw simple evidence-based conclusions in a range of contexts. Students represent information and/or data in appropriate formats to suit audience and purpose. They develop texts using appropriate subject-specific terminology and concepts. Students use evidence to support findings and acknowledge sources of information.

Students explain the types of laws and how laws are made within the Westminster system. They apply aspects of democracy, describe the rights and responsibilities of participants in the process, and explain the freedoms that underpin Australia's democratic values.

Students explain how markets allocate resources in Australia and describe the interdependence of consumers, businesses and the government as a result of their involvement in the market. They identify how consumers and businesses influence and respond to each other in the market. They identify how individuals earn an income, and methods used to achieve financial goals.

Students describe different landforms and landscapes, and explain how places are perceived and valued differently. They consider the environmental and human characteristics of places to compare strategies for responding to a geomorphic challenge that takes into account environmental, economic and social factors. Students describe the interconnections within environments, and between people and places, to explain the movement of people at a local, national and global scale.

Students explain the feudal system in Medieval Europe and describe patterns of change and continuity over the time period. They explain the significance of individuals, groups, events and developments, and how they were influenced by the beliefs and values of the time period. They explain the factors that led to the Industrial Revolution and the effects that this had on Europe and the world.



The background features several overlapping circles of varying sizes and colors, including light blue, light green, and light red. A solid red horizontal bar is positioned at the bottom of the page, containing the text 'Lessons 1-16' in white. A thin white horizontal line is located directly below the text within the red bar.

Lessons 1–16

Lesson 1

The Western Australian Curriculum content addressed in this lesson is below.

Changing nations

- The causes and consequences of urbanisation in Australia and **one** other country from the Asia region

Analysing

- Use criteria to select relevant information and/or data, such as accuracy, reliability, currency and usefulness to the question

Evaluating

- Draw evidence-based conclusions by evaluating information and/or data to generate a range of alternatives and plan for action in response to contemporary events, challenges, developments, issues, problems and/or phenomena; make comparisons; evaluate costs (disadvantages) and benefits (advantages); and infer relationships

Resources



Internet geography – What is population distribution?

<https://www.internetgeography.net/topics/what-is-population-distribution/>



Internet geography – What is population density?

<https://www.internetgeography.net/topics/what-is-population-density/>



Property Update – Australia's Population Map Infographic

<https://propertyupdate.com.au/australias-population-map-infographic/>



Australian Bureau of Statistics – Australia: Aboriginal and Torres Strait Islander population summary

<https://www.abs.gov.au/articles/australia-aboriginal-and-torres-strait-islander-population-summary>



UQ Poche Centre for Indigenous Health – Indigenous in the City: Urban Indigenous populations in local and global contexts (webpage with PDF link, pages 6–7)

https://search.uq.edu.au/?q=indigenous+in+the+city&op=Search&as_sitesearch=https%3A%2F%2Fpoche.centre.uq.edu.au



Pictures of capital cities

Teacher information

This lesson explores the concepts of population density and distribution. Population distribution is the spread or arrangement of people over an area. Population density is how many people live in a specific area. It is calculated by dividing the number of people by the area. Population density is usually shown as the number of people per square kilometre. Further information on these concepts is available in the resources.

Lesson outline

Learning intention/s	Success criteria
Students will: <ul style="list-style-type: none">• examine population distribution and density in Australia.	Students can: <ul style="list-style-type: none">• identify and describe patterns of population distribution and density in Australia using maps and geographic terminology• outline factors influencing Australia's population distribution.

Introduction

- Ask students to move to different locations within the classroom and describe the distribution and density of how and where students are standing, using words, such as even, uneven and/or linear pattern.

Main activities

- Show students maps of Australia's population distribution/density.
- Using the population map, describe where most of Australia's population lives (the distribution) and describe the density (e.g. low, medium, high).
- Give students a copy of the *Australia: Aboriginal and Torres Strait Islander people: Census, 2021* and *Indigenous in the City: Urban Indigenous populations in local and global contexts*, pp. 6–7.
- Using the Australian population maps and the information above, lead students to
- Brainstorm the factors that might contribute to Australia's population distribution and density. You may need to prompt them with categories, such as environment, social, historical, political and economic.

Review of learning

- Show students a range of photographs of Australia's capital cities, instruct them to select two of the photographs and, around the photograph, label the factors that might contribute to people choosing to live in that city.

Lesson 2

The Western Australian Curriculum content addressed in this lesson is below.

Changing nations

- The causes and consequences of urbanisation in Australia and **one** other country from the Asia region

Analysing

- Translate information and/or data from one format to another
-

Resources



Our World in Data – Population density, 2025

<https://ourworldindata.org/grapher/population-density>



Outline maps of Australia and outline maps of Asian countries



New South Wales Education Department – Teaching Geographical Skills: BOLTSS and Scale

<https://education.nsw.gov.au/teaching-and-learning/curriculum/hsie/hsie-curriculum-resources-k-12/hsie-11-12-curriculum-resources/boltss-and-scale>

Teacher information

The *Our World in Data* website updates information regularly, and teachers should aim to use the most current data from this source in this lesson. In this lesson we have referenced 2025 as it is the year of publication. In future years, teachers should identify the most recent data from this source (or a comparable source) and use this to support the delivery of this lesson.

The main conventions of mapping that students must apply to their maps are commonly referred to as BOLTSS (Border, Orientation, Legend, Title, Scale, Source). More information about how to teach this aspect of mapping can be found on the *Teaching Geographical Skills: BOLTSS and Scale* webpage.

Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none">• explore population density and distribution in Australia and Asia.	<p>Students can:</p> <ul style="list-style-type: none">• create population density and distribution maps for Australia and an Asian country using appropriate mapping conventions• compare the population density and distribution of Australia and an Asian country, providing reasons for these patterns.

Introduction

- Show students the *Population density, 2025* resource. Ask students to explain to a partner why Australia is in the 2–5 people per km² category.

Main activities

- Provide students with an outline map of Australia and an outline map of an Asian country.
- Review conventions of mapping that students must apply to the maps they will construct in the student activity.
- Using the *Population density, 2025* resource, have students identify countries at various levels of population density.
- Using their notes from Lesson 1, students fill in the blank Australia map to show the population density and distribution.
- Students select a country in Asia and complete a map showing the population density and distribution.
- Based on their maps, students discuss any similarities and differences between Australia's population density and distribution and the population distribution and density in their chosen Asian country.
- Around the outside of the map of the Asian country, students suggest some of the reasons for the population distribution and/or density in that country.

Review of learning

- Write some reasons for Australia's population distribution on the whiteboard. Record a tally of the Asian countries that have similar reasons for their distribution and compile a list of different reasons.

Lesson 3

The Western Australian Curriculum content addressed in this lesson is below.

Changing nations

- The causes and consequences of urbanisation in Australia and **one** other country from the Asia region

Analysing

- Interpret information and/or data to identify key relationships and/or trends displayed in various formats

Resources



Our World in Data – Urbanization

<https://ourworldindata.org/urbanization>



Study Helpers – PQE

<https://studyhelpersblog.wordpress.com/pqe/>

Teacher information

The *Pattern, Quantify, Exceptions (PQE)* method is a tool with three steps to analyse data, particularly in maps:

- Pattern – describe the pattern referring to specific places and using geographical terminology
- Quantify – provide specific data for countries and places to support a description of the pattern
- Exceptions – identify any exceptions to the pattern described.

A trend is a pattern in change over time in a set of data, or a development or a change, which is evident in a time period; for example, the proportion of people living in urban areas has steadily increased since the 1960s, growing from 1.02 billion in 1960 to 4.61 billion in 2023.

The *Our World in Data* website updates information regularly, and teachers should aim to use the most current data from this source in this lesson. In this lesson we have referenced 2023 as it is the most recent data available at the time of publication. In future years, teachers should identify the most recent data from this source (or a comparable source) and use this to support the delivery of this lesson.

Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none">investigate urbanisation trends and understand factors contributing to changes in urban and rural populations.	<p>Students can:</p> <ul style="list-style-type: none">identify and describe trends in urban and rural population changes using data from graphsexplain urbanisation trends for Australia and a selected Asian country using the <i>PQE</i> method.

Introduction

- Review the *PQE* instructional strategy using the website provided in resources. Students may have encountered this instructional strategy in Year 7.

Main activities

- Show students the *Number of people living in urban and rural areas, World* graph.
- Explain the term 'trend' and identify examples from the graph.
- Ask students focus questions to assist them to identify the trends, such as:
 - Is the urban population increasing or decreasing?
 - Is the rural population increasing at the same rate as the urban population?
 - How much has the rural population increased between 1960 and 2023?
 - What factors might cause this trend?
 - Predict what is likely to happen to the urban population based on the trend shown in the graph.
- Using the graph instruct students to individually identify one other trend. Emphasise that they are to include specific data to support the trend they identify; for example, after 2007 the urban population increased at a faster rate than the rural population. The rural population only increased by 0.7 billion from 2007 to 2023.
- Using the *Share of the population living in urbanized areas* graph, show students the graph of Australia and a selection of Asian countries and have them individually identify two trends about the changes to the levels of urbanisation for Australia and the Asian countries using the *PQE* method.

Review of learning

- Students write a one-sentence summary outlining the global trend in urbanisation over the past 50 years.

Lesson 4

The Western Australian Curriculum content addressed in this lesson is below.

Changing nations

- The causes and consequences of urbanisation in Australia and **one** other country from the Asia region

Communicating and reflecting

- Reflect on learning to review original understandings and/or determine actions in response to events, challenges, developments, issues, problems and/or phenomena

Resources



Virtual Library – PMI – Plus, Minus, Interesting

<https://www.virtuallibrary.info/pmi-plus-minus-interesting-strategy.html>



World Vision – Urbanisation and megacities

https://www.worldvision.com.au/docs/default-source/school-resources/7018_indo-stories_chapter-4.pdf?sfvrsn=b788ee3c_2



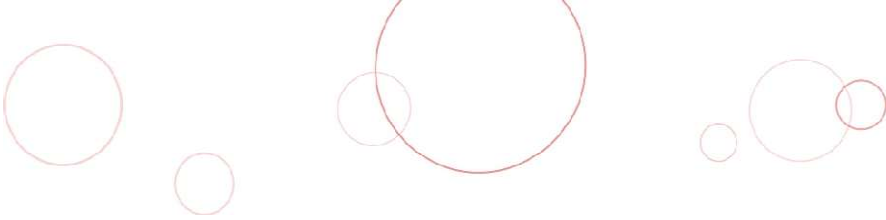
ACTE – Teaching Strategy: SWOT Analysis

<https://www.acteonline.org/teaching-strategy-swot/>



Project Zero: Harvard Graduate School of Education – Headlines

https://pz.harvard.edu/sites/default/files/Headlines_3.pdf



Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none">• explore the consequences of urbanisation in Jakarta and its positive and negative effects.	<p>Students can:</p> <ul style="list-style-type: none">• identify and explain changes in Jakarta's urbanisation between 1976 and 2010• analyse the impacts of urbanisation in Jakarta by completing a SWOT analysis.

Introduction

- Using the *PMI – Plus, Minus, Interesting* instructional strategy, students work in groups of four to construct a chart about the place where they live.

Main activity

- Give students the *Urbanisation and megacities* student activity.
- Students view the map on the first page and explain how Jakarta has changed from 1976 to 2010. With a partner, they list the positive and negative impacts of this change.
- Students complete the *For you to do* activities 1 and 2 from the second page of the resource.
- Using the information from the resource, students complete a SWOT analysis of living and working in Jakarta.

Review of learning

- Have students complete the *Headlines* thinking routine for what they have learned in this lesson.

Lesson 5

The Western Australian Curriculum content addressed in this lesson is below.

Changing nations

- The reasons for, and effects of, internal migration in Australia

Evaluating

- Draw evidence-based conclusions by evaluating information and/or data to generate a range of alternatives and plan for action in response to contemporary events, challenges, developments, issues, problems and/or phenomena; make comparisons; evaluate costs (disadvantages) and benefits (advantages); and infer relationships

Resources



Appendix A: Australia's internal migration



City Population – Australia: Agglomerations
<https://www.citypopulation.de/en/australia/cities/>

Teacher information

Migration refers to the movement of people from one place to another, typically for the purpose of settling temporarily or permanently in a new location.

Intra-state migration refers to the movement of people within the same state.

Interstate migration refers to the movement of people between different states or provinces within a country.

Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none">• understand internal migration patterns in Australia and the factors influencing internal migration.	<p>Students can:</p> <ul style="list-style-type: none">• define migration, intra-state migration and interstate migration• analyse data on internal migration, identifying patterns or trends• account for trends in internal migration using relevant examples.

Introduction

- Students create a T-chart. The first column has the heading 'reasons people move to the local area' and the second column has the heading 'reasons people leave the local area'.
- After students have completed their T-chart, define these as 'pull factors' and 'push factors', respectively.

Main activity

- Provide students with the *Australia's internal migration worksheet* (Appendix A).
- Discuss and define with students the following terms:
 - migration
 - intra-state migration
 - interstate migration.
- Explain to students they are to analyse the data in the sources and answer the questions on the worksheet.
- You may wish to work through the worksheet as a class to assist students to locate the relevant information.

Review of learning

- Provide students with population data for the local area from the *Australia: Agglomerations* webpage for the local area and ask them to suggest three reasons why the trends in that data exist.

Lesson 6

The Western Australian Curriculum content addressed in this lesson is below.

Changing nations

- The reasons for, and effects of, internal migration in Australia

Questioning and researching

- Use a variety of methods to collect relevant information and/or data from a range of appropriate sources, such as print, digital, audio, visual and fieldwork
-

Resources



McCrindle – It's your street, it's my street ... welcome to Australia Street!

<https://mccrindle.com.au/article/its-your-street-its-my-street-welcome-to-australia-street-video-infographic/>



Appendix A: Summary Table



Australian Bureau of Statistics – Population movement in Australia

<https://www.abs.gov.au/articles/population-movement-australia>

Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none">• explore demographic changes and their impacts in Australia and how they shape communities over time.	<p>Students can:</p> <ul style="list-style-type: none">• identify key information and trends about Australia's population from a range of sources• compare demographic data to explain similarities and differences in 'Australia Street' between 2012 and the present.

Introduction

- Show students the *It's your street, it's my street ... welcome to Australia Street!* video infographic.
- While they watch, students note down three things they learned, two interesting facts and one question they still have.
- Ask students to predict how 'Australia Street' may have changed since the infographic was made in 2012.

Main activity

- Provide all students with a copy of the *Summary table* (Appendix A) and online access to the *Population movement in Australia* webpage. Students may also access other sources of information.
- Working individually, with a partner or as a whole class, students complete the *Summary table* (Appendix A).

Review of learning

- Using their summary tables and notes from the introductory activity, students list two ways Australia Street would be the same and two ways it would be different from the 2012 version.

Lesson 7

The Western Australian Curriculum content addressed in this lesson is below.

Changing nations

- The reasons for, and effects of, internal migration in Australia

Analysing

- Apply subject-specific skills and concepts in familiar and new situations
-

Resources



Internet Geography – Population Pyramids in Geography

<https://www.internetgeography.net/population-pyramids-in-geography/#tab-id-1>



Project Zero: Harvard Graduate School of Education – Looking: Ten Times Two

<https://pz.harvard.edu/resources/looking-ten-times-two>



PopulationPyramid.net – Australia 2024 (webpage)

https://www.populationpyramid.net/australia/2024/#google_vignette



Australian Bureau of Statistics – Regional population by age and sex

<https://www.abs.gov.au/statistics/people/population/regional-population-age-and-sex/2023>



Lego or other blocks to construct a population pyramid

Teacher information

The *Population Pyramid* website updates information regularly and teachers should aim to use the most current data from this source in this lesson. In this lesson we have referenced 2024 as it is the most recent data available at the time of publication. The Australian Bureau of Statistics also updates information as new Census data becomes available. In future years, teachers should identify the most recent data from these sources and use this to support the delivery of this lesson.

Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none">investigate how internal migration has impacted population structures in urban and regional areas, and the implications for these communities.	<p>Students can:</p> <ul style="list-style-type: none">annotate and describe features of population pyramids for Australia, identifying similarities and differencesexplain the implications of differences between urban and regional population pyramids in Australia.

Introduction

- Students complete the thinking routine *Looking: Ten Times Two* for the population pyramids of Australia and India. Ask students to identify similarities and differences in their lists of words and phrases.

Main activity

- Provide students with the following population pyramids at the appropriate points throughout the student activities:
 - Australia, 2024*
 - Age and sex distribution, capital cities versus the rest of Australia.*
- Using the lists of words and phrases from the introduction activity and 'Interpreting a population pyramid' section of the *Population Pyramids in Geography*, have students annotate the different features of the Australian population pyramid to provide context for comparing urban and regional population.
- Viewing the *Age and sex distribution, capital cities versus the rest of Australia population* pyramid, students identify three things that are different between the pyramids, such as that there are more people of working age in the capital cities. Students share their differences with the class.
- For each of the differences between the capital city population and the rest of Australia population pyramid, students identify what implications this may have for both urban and regional places.

Review of learning

- Give students Lego and have half the class build a population pyramid for a regional area and the other half build a population pyramid for an urban location.
- Have a class discussion on the differences between the urban and regional populations.

Lessons 8–9

The Western Australian Curriculum content addressed in these lessons is below.

Changing nations

- The reasons for, and effects of, internal migration in Australia

Communicating and reflecting

- Represent information and/or data using appropriate formats to suit audience and purpose
-

Resources



SBS News – Why more Australians are leaving cities for regions

<https://www.sbs.com.au/news/article/why-more-australians-are-leaving-cities-for-regions/nq5rk8srg>



The Project – Why are Australians moving back to the big cities?

<https://www.youtube.com/watch?v=HjZY1Jl5p4M>



Facing History & Ourselves – Give One, Get One

<https://www.facinghistory.org/resource-library/give-one-get-one>

Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none">• explore the reasons behind internal migration between cities and regions in Australia and evaluate the effects of these movements.	<p>Students can:</p> <ul style="list-style-type: none">• identify and explain push and pull factors influencing migration between cities and regional areas in Australia• create an information campaign tailored to a specific audience, outlining migration trends and their effects.

Introduction

- Provide students with the *Why more Australians are leaving cities for regions* article and show the *Why are Australians moving back to the big cities?* video and complete a give one, get one for the reasons people are moving to either place.

Student activity

- Students work in groups of four and create an information campaign (e.g. a poster, pamphlet or short video) to attract people to either move to a capital city or a regional centre. The campaign should include:
 - push factors
 - pull factors
 - the effects of the movement of people from one place to the other.
- Students should select a target audience (e.g. attracting younger people to stay in a regional town) and ensure that the information campaign is appropriate for that audience.

Review of learning

- Students share their information campaigns with class. When viewing other students' campaigns, they provide two stars and a wish about the persuasiveness of their campaign.

Lesson 10

The Western Australian Curriculum content addressed in this lesson is below.

Changing nations

- The reasons for, and effects of, international migration in Australia

Analysing

- Translate information and/or data from one format to another
-

Resources



People's History Museum – Why people migrate | Migration: a human story

<https://www.youtube.com/watch?v=yW9zC81poDc>



storybooth – It wasn't easy growing up as an immigrant

https://www.youtube.com/watch?v=tlxSJW_Q2mQ



Immigration Place Australia – Immigration Stories

<https://immigrationplace.com.au/immigration-stories/>

Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none">investigate the reasons for international migration in Australia and how these reasons have changed over time.	<p>Students can:</p> <ul style="list-style-type: none">classify reasons for migration as push or pull factorscreate a timeline showing migration patterns from 1940 to 2020, including key details about individuals and their reasons for migrationcompare push and pull factors for international and internal migration.

Introduction

- Show students the two videos *Why people migrate | Migration: a human story* and *It wasn't easy growing up as an immigrant*.
- Students list the reasons mentioned for migration from the videos. Have students classify these as push or pull factors.

Input

- Provide access to the *Immigration Stories* website.

Student activity

- Using the *Immigration Stories* website, students create a timeline with a partner from 1940 to 2020 and select two stories for each decade from the website. On their timeline, students plot:
 - the person's name
 - country of origin
 - the reason for migration to Australia
 - whether that reason was a push or pull factor.
- With their partner, students write one sentence summarising something that has either stayed the same or changed over the course of their timeline.

Review of learning

- Students create a Venn diagram to show how the push and pull factors for international migration are similar or different to those internal push and pull factors discussed in Lesson 5.

Lesson 11

The Western Australian Curriculum content addressed in this lesson is below.

Changing nations

- The reasons for, and effects of, international migration in Australia

Questioning and researching

- Use a variety of methods to collect relevant information and/or data from a range of appropriate sources, such as print, digital, audio, visual and fieldwork

Analysing

- Translate information and/or data from one format to another
-

Resources



Wall-sized world map



Coloured string



Australian Bureau of Statistics – Snapshot of Australia

<https://www.abs.gov.au/statistics/people/people-and-communities/snapshot-australia/2021>



Third Space Learning – Pie Chart

<https://thirdspacelearning.com/gcse-maths/statistics/pie-chart/>



Australian Bureau of Statistics – Australia's Population by Country of Birth

<https://www.abs.gov.au/statistics/people/population/australias-population-country-birth/jun-2023>



Teaching and Learning Strategies – Values Continuum (page 171)

<https://www.sdera.wa.edu.au/media/4621/keys4life-teacher-resource-7th-edition-teaching-strategies.pdf>

Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none">explore how international migration has contributed to Australia's cultural diversity.	<p>Students can:</p> <ul style="list-style-type: none">collect and represent class data on generational backgrounds in a pie chart and compare it to national datawrite a <i>PQE</i> paragraph comparing the proportions of Australian-born and overseas-born populations using graphs.

Introduction

- On a wall map in the classroom, using a different coloured piece of string for each generation, have students identify where they were born and where their parents were born. Discuss the diversity of student backgrounds with the class.

Input

- Provide student access to the Country of birth and ancestry pie chart from the *Snapshot of Australia* resource and Graph 3.1 Estimated resident population – proportion of Australia's population born in Australia and overseas by age and sex(a)(b) from *Australia's Population by Country of Birth*.

Student activity

- Students collect data on whether class members are first generation, second generation or third-plus generation Australian and construct a pie chart to display that information for the class.
- Compare the pie chart for the class with *the Country of birth and ancestry* pie chart from the *Snapshot of Australia* resource.
- Using Graph 3.1 Estimated resident population – proportion of Australia's population born in Australia and overseas by age and sex(a)(b) from *Australia's Population by Country of Birth*, students write a *PQE* paragraph comparing Australian-born population with Australia's overseas-born population.

Review of learning

- Ask students to place themselves on a values continuum in response to the comment 'Australia is a multicultural country', considering the data that they have looked at in this lesson. Ask students to be prepared to share their reasoning using data from the lesson to justify their response.

Lesson 12

The Western Australian Curriculum content addressed in this lesson is below.

Changing nations

- The reasons for, and effects of, international migration in Australia

Evaluating

- Draw evidence-based conclusions by evaluating information and/or data to generate a range of alternatives and plan for action in response to contemporary events, challenges, developments, issues, problems and/or phenomena; make comparisons; evaluate costs (disadvantages) and benefits (advantages); and infer relationships

Resources



Visit Perth – Iconic Perth Places: Chinatown Perth with Oh Hey WA

<https://www.youtube.com/watch?v=gtxTTu2wwwE>



The Conversation – Migration boost is bad news for Australia’s environment – we mustn’t ignore that

<https://theconversation.com/migration-boost-is-bad-news-for-australias-environment-we-mustnt-ignore-that-189948>



Griffith University – Why backpackers and seasonal migrants matter to regional Australia

<https://news.griffith.edu.au/2023/01/20/why-backpackers-and-seasonal-migrants-matter-to-regional-australia/>



Business Council of Australia – Migration makes Australia stronger

https://www.bca.com.au/migration_makes_australia_stronger



Grattan Institute – Cutting permanent migration may make housing cheaper, but it will definitely make us poorer

<https://grattan.edu.au/news/cutting-permanent-migration-may-make-housing-cheaper-but-it-will-definitely-make-us-poorer/>



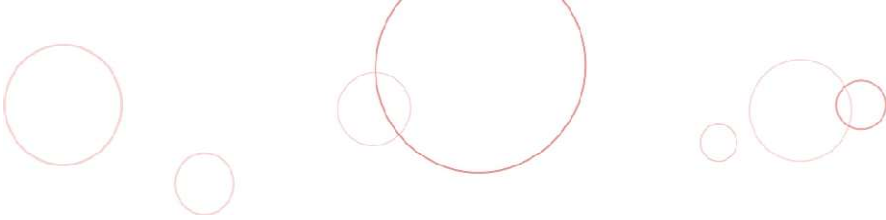
News.com.au – ‘Profound’: Hidden impact of immigration boom in Australia

<https://www.news.com.au/finance/economy/profound-impact-how-australias-immigration-boom-could-reshape-how-the-nation-votes/news-story/0c6c2c3d556d433f6db18ffecff66cb2>



ACTE – Teaching Strategy: SWOT Analysis

<https://www.acteonline.org/teaching-strategy-swot/>



Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none">• explore the effects of international migration on Australian cities, considering both positive and negatives.	<p>Students can:</p> <ul style="list-style-type: none">• evaluate the social, economic, and environmental impacts of migration to Australia by completing a SWOT analysis.

Introduction

- Show students the video clip, *Iconic Perth Places: Chinatown Perth with Oh Hey WA*. While watching the video, students make notes on the experiences of Chinese migrants and the impact they had on the city of Perth and Northbridge.

Input

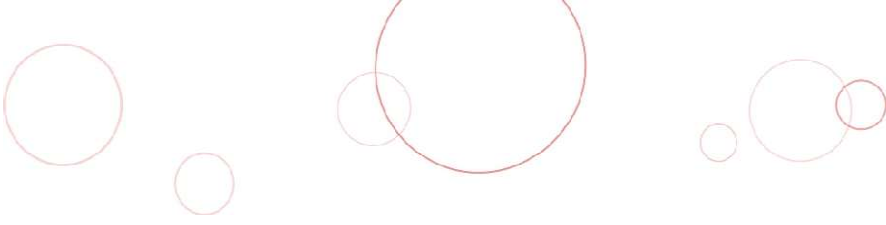
- Give students a range of articles from the resource list showing the positive and negative impacts of migration on Australia.

Student activity

- Using the resources provided and their own research, students work in groups of four to complete a SWOT analysis of increasing migration into Australia. As part of their analysis, they should consider social, economic and environmental impacts.

Review of learning

- Students share their group's SWOT analysis with another group and add any other information that the other group collected.



Lessons 13–16

See Appendix B: Assessment task – Photo essay



Appendix A

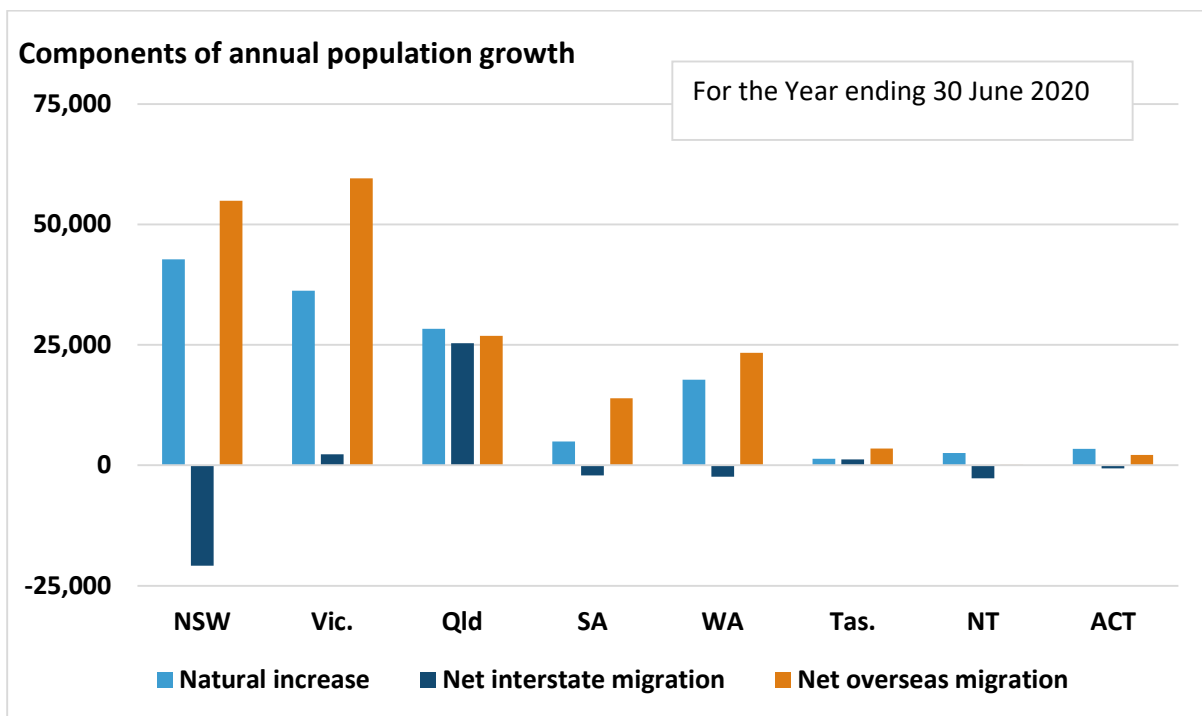
Resources

Australia's internal migration

1. Define the following terms.

Term	Definition
migration	
intrastate	
interstate	

Using Graph 1, answer questions 2, 3 and 4.



Graph 1

2. Identify which state had the highest net interstate migration increase during 2020.

3. Identify which state had the lowest net interstate migration during 2020.



4. Describe two significant trends about the annual population growth in Australia for the year ending 30 June 2020.

- i. _____

- ii. _____

Using Table 1, answer questions 5–7.

Interstate migration

	September 2019 quarter			June 2020 quarter			September 2020 quarter		
	Arrivals	Departures	Net	Arrivals	Departures	Net	Arrivals	Departures	Net
NSW	21,307	25,916	-4,609	21,808	25,763	-3,955	18,971	23,081	-4,110
Vic.	19,167	17,137	2,030	15,930	18,972	-3,042	13,371	17,120	-3,749
Qld	23,465	17,995	5,470	24,141	17,391	6,750	22,317	15,080	7,237
SA	5,389	6,381	-992	5,793	5,689	104	5,221	5,144	77
WA	6,906	7,852	-946	6,689	6,916	-227	6,532	5,901	631
Tas.	2,961	2,823	138	3,160	2,773	387	2,635	2,455	180
NT	3,058	3,727	-669	3,207	3,467	-260	3,031	3,162	-131
ACT	4,568	4,990	-422	4,723	4,480	243	4,127	4,262	-135
Total	86,821	86,821	-	85,451	85,451	-	76,205	76,205	-

Table 1

5. Describe the pattern of interstate migration to and from Western Australia (WA) from September 2019.

- _____
- _____
- _____
- _____



6. Compare the pattern in WA with the pattern in Victoria.

7. Suggest a reason for this pattern.

Answers for worksheet

Question	Answers
1	Migration: Movement of people from one place to another.
	Intrastate: The movement of people within one state, including people moving from towns to the city, or people moving from one house to another within the city.
	Interstate: The movement of people from one state or territory to another.
2	Queensland
3	New South Wales (NSW)
4	<ul style="list-style-type: none"> i. Net overseas migration is the main cause of overall population growth for all of the states in Australia, except for Queensland. ii. A natural increase in the population added to the overall population growth in all states and territories.
5	There was a net gain of 630 people from internal migration in the September 2020 quarter, compared with net losses of 230 in the previous quarter, and 950 in the September 2019 quarter.
6	WA had a net gain of 630 people from internal migration, whereas in Victoria there was a net loss of 3700 people from internal migration in the September 2020 quarter. This is compared with a loss of 3000 in the previous quarter and a gain of 2000 in the September 2019 quarter. Overall, Victoria had a net loss from internal migration where WA had a net gain.
7	This could be due to Covid-19 and the extended lockdown in Melbourne and other parts of Victoria, so people were choosing to return to their home states, such as WA.

Summary table

Question	Supporting data	Student response
1. Has the pattern of movement changed over the past three Census periods? <i>(Consider people's usual address five years ago and one year ago.)</i>		
2. When people move, do they stay in the same state (intrastate) or move between states (interstate)?		
3. At what age are you most likely to move within Australia?		
4. Are you more likely to move if you own a house or rent?		
5. Which occupations have the highest rate of movement? Which occupations have the lowest rate of movement? What might explain this?		
6. Which state has had the largest increase in interstate migration?		
7. Which state has had the largest loss to interstate migration?		
8. What other interesting data can you find?		
Summary: Using your 'student responses' from this activity, explain the story of Australian internal migration.		



Appendix B

Assessment task

Photo essay



Task details

Title	Photo essay
Description	Students create a photo essay on the topic, 'the reasons for, and effects of, international migration in Australia'.
Ways of assessing	Visual representation and written work
Evidence to be collected	Photo essay and written response
Suggested time	Four lessons in class (Lessons 13–16)
Differentiation	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

Knowledge and understanding

- The reasons for, and effects of, international migration in Australia

Humanities and Social Sciences skills

Questioning and researching

- Use a variety of methods to collect relevant information and/or data from a range of appropriate sources, such as print, digital, audio, visual and fieldwork

Analysing

- Use criteria to select relevant information and/or data such as accuracy, reliability, currency and usefulness to the question
- Translate information and/or data from one format to another

Communicating and reflecting

- Represent information and/or data using appropriate formats to suit audience and purpose

Key concepts

Place, interconnections, scale.



Instructions to students

As the old saying goes, 'a picture is worth 1000 words'

The purpose of a photo essay is to provide information and/or tell a story through a collection of photographs. Just like in a written essay, photos are organised in a way that provides a big picture understanding of the issue. Brief text explanations can be added to each photograph to develop the story or expand the information shown in the images.

Your task is to create a photo essay that tells the story of international migration in Australia, with a particular focus on your local community.

The photo essay should include images, which show aspects of:

- both the push and pull factors that show the reasons for international migration to Australia
- the effects of international migration in Australia (this could be for the migrants themselves, the local community or the wider Australian society in general).

The following resources can be used to help create your photo essay:

- example photo essays
 - <https://www.slideshare.net/slideshow/the-photographic-essay/14503428>
 - <https://urbanblightphotoessayassignment.weebly.com/photo-essay.html>
- websites to locate images
 - <https://stock.adobe.com/au/>
 - <https://pixabay.com/>
 - <https://www.pexels.com/>
 - <https://all-free-download.com/free-photos/>

Steps to creating your photo essay:

- Research the topic to understand the reasons people from other countries may choose to come and live in Australia and the effects of international migration in Australia.
- Storyboard your ideas and create a list of photographs you want to use to tell your story.
- Select the right images. You can take your own photographs or find appropriate photographs from a range of sources. You need to include 7–10 photographs. For example, a reason for international migration could be access to better education, so students could take a photograph of their school.
- Select an appropriate format to organise and display your photo essay either in an electronic or paper format.
- Add your text, including an introduction, an overall conclusion and a caption for each photograph. Your introduction should be short and informative. Include in the caption a brief explanation of what the photo shows, in relation to the topic. Your text should be a maximum of 500 words.
- Include the location (name of country, place and date) and acknowledgements for each photograph.

Marking key

Description	Marks
Photographs – Analysing	
Collects, selects and includes a wide range of relevant photographs, which clearly show aspects of both the push and pull factors and the effects of international migration in Australia	7–8
Includes relevant photographs, which show some aspects of both the push and pull factors and the effects of international migration in Australia	5–6
Includes some relevant photographs, which show aspects of the push or pull factors or the effects of international migration in Australia	3–4
Includes limited relevant photographs with little connection to the topic	2–1
Subtotal	/8
Analysing, communicating and reflecting	
Provides a detailed and relevant introduction to the specific story being told, which clearly links to the photographs selected Includes a detailed relevant evidence-based conclusion, which links back to the story told in the photographs Provides a relevant explanation for each photograph, which clearly explains how the image shows reasons for and/or effects of international migration in Australia Consistently uses appropriate subject-specific terminology and concepts to develop introduction, conclusion and written descriptions	9–10
Provides a relevant introduction to the specific story being told, which links to the photographs selected Includes an evidence-based conclusion, which connects the story told in the photographs Provides a description for each photograph, which describes how the image shows a reasons for and/or effects of international migration in Australia Uses appropriate subject-specific terminology and concepts to develop descriptions	7–8
Provides a generalised introduction to the specific story being told, with some links to the photographs selected Includes some evidence to support the conclusion, with some connection to the story told in the photographs Provides an outline for each photograph, which identifies how the image shows reasons for and/or effects of international migration in Australia Uses some appropriate subject-specific terminology and concepts to develop descriptions	5–6
Provides a generalised brief introduction with some links to the photographs selected Includes a generalised brief conclusion with limited evidence and limited links to the photographs Provides a brief statement for each photograph about how the image shows reasons for and/or effects of international migration in Australia Uses some appropriate subject-specific terminology and/or concepts	3–4
Makes generalised statements as an introduction and conclusion with limited to no connection to the photographs Provides brief statements for some of the photographs Limited use of subject-specific terminology	1–2
Subtotal	/10

Description	Marks
Communicating and reflecting	
Represents the photo essay in a logical, well-organised manner using an appropriate format to suit audience and purpose	3
Represents the photo essay in a mostly organised manner using an appropriate format to suit audience and purpose	2
Represents the photo essay using limited organisation	1
Subtotal	/3
Questioning and researching	
Provides acknowledgements for all photographs, including the location of where each photograph was taken, and the date and details of who took the photograph or the website source for the photo	2
Provides partial acknowledgements for some of the photographs	1
Subtotal	/2
Total	/23



Acknowledgements

Appendix A Resources

Graph 1 adapted from: Australian Bureau of Statistics. (2020). *Components of Annual Population Growth* [Graph]. Retrieved May, 2025, from

<https://www.abs.gov.au/statistics/people/population/national-state-and-territory-population/jun-2020>

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Table 1 adapted from: Australian Bureau of Statistics. (2020). *Interstate Migration* [Table]. Retrieved May, 2025, from

<https://www.abs.gov.au/statistics/people/population/regional-internal-migration-estimates-provisional/sep-2020>

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'Answers for worksheet'

Item 5 from: Australian Bureau of Statistics. (2020). *Regional Internal Migration Estimates, Provisional*. Retrieved May, 2025, from

<https://www.abs.gov.au/statistics/people/population/regional-internal-migration-estimates-provisional/sep-2020>

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Item 6 information adapted from: Australian Bureau of Statistics. (2020). *Regional Internal Migration Estimates, Provisional*. Retrieved May, 2025, from

<https://www.abs.gov.au/statistics/people/population/regional-internal-migration-estimates-provisional/sep-2020>

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