



# HUMANITIES AND SOCIAL SCIENCES – HISTORY

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## SAMPLE TEACHING AND LEARNING OUTLINE

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YEAR 6

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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.

### **Time allocation on which the outline is based**

Two hours of teaching per week for one school term (10 weeks).

### **History key concepts embedded**

- sources
- evidence
- continuity and change
- cause and effect
- significance
- perspectives

### **Prior knowledge**

In Year 4 History, students learned about the First Fleet including reasons for the journey and their experiences following arrival and the impact of colonisation on the environment and people's lives.

In Year 5 History, students learned about the economic, political and social reasons for establishing British colonies in Australia after 1800; the patterns of colonial development and settlement and how this impacted upon the environment and the daily lives of the different inhabitants; and the economic, social and political impact of **one** significant development or event on a colony and the potential outcomes created by 'what if ...?' scenarios.

The contribution or significance of one individual or group in shaping the Swan River Colony, including their motivations and actions.

### **Humanities and Social Science Skills**

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

Across the year different skills are emphasised in Civics and Citizenship, Economics and Business, Geography and History:

- Questioning and Research (**Q&R**)
- Analysing (**A**)
- Evaluating (**E**)
- Communicating and Reflecting (**C&R**)

***Suggested assessments are provided throughout the outline for teachers to select the timing, type and number of assessments in line with the school assessment policy.***

## Australia as a nation

Week	Knowledge and Understanding and Key Concepts	Focus Questions/Learning Intentions	Humanities and Social Sciences Skills	Teaching and Suggested Learning Activities
1-3	<p>Key figures(e.g. Henry Parkes, Edmund Barton, George Reid, John Quick), ideas and events (e.g. the Tenterfield Oration, the Corowa Conference, the referendums) that led to Australia’s Federation and Constitution, including British and American influences on Australia’s system of law and government (e.g. Magna Carta, federalism, constitutional monarchy, the Westminster system, the Houses of Parliament)</p> <p><b>Concepts:</b> Sources, Evidence, Continuity and change, Cause and effect</p>	<p>What was Federation?</p> <p>Who were the key influences in the lead up to Federation?</p> <p>What ideas were drawn from Britain and the US when writing the Constitution?</p>	<p><b>Q&amp;R</b> &gt; identify current understandings on a topic/locate and collect sources/locate and collect information from a range of appropriate primary and secondary sources/record selected information using a variety of methods</p> <p><b>A</b> &gt; interpret information collected/identify different points of view/perspectives/translate collected information into a variety of different formats</p> <p><b>E</b> &gt; draw and justify conclusions based on information</p>	<p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>○ review what a colony is (from Year 4)</li> <li>○ the idea of ‘Federation’</li> <li>○ the reasons for Federation</li> <li>○ why was Western Australia unwilling to join in</li> <li>○ the importance of the Tenterfield Address, the Corowa Conference and the referendums in the process (link these to the key personalities and their importance in the federation movement)</li> <li>○ the political and legal rights of Indigenous Australians in the colonies (compare Western Australia to South Australia)</li> <li>○ the impact of Federation on the rights of Indigenous Australians</li> </ul> <p><b>LA1</b> Students view  <a href="http://www.abc.net.au/btn/story/s3962777.htm">http://www.abc.net.au/btn/story/s3962777.htm</a></p> <p><b>LA2</b> Excursion or incursion: Constitutional Centre of Western Australia (Year 6 options are: Magna Carta; Federation)</p> <p><b>LA3</b> Explore a range of sources about Australia’s Federation. List the reasons for Federation and rank these in order of importance. Discuss the ranking with the class.</p> <p><b>Note:</b> regional and remote schools can access the Loan Box Program – Federation  <a href="https://www.constitutionalcentre.wa.gov.au/ForSchools/Pages/LoanBoxProgram.aspx">https://www.constitutionalcentre.wa.gov.au/ForSchools/Pages/LoanBoxProgram.aspx</a></p>

## Australia as a nation

Week	Knowledge and Understanding and Key Concepts	Focus Questions/Learning Intentions	Humanities and Social Sciences Skills	Teaching and Suggested Learning Activities
			<p><b>C&amp;R</b> &gt; present findings in writing/use History terminology</p>	<p><b>LA4</b> Access NAA collection Your Story, our history – ‘Constitution for a Nation’ which raises the key issues, people and events of the 1890s  <a href="http://www.naa.gov.au/collection/explore/federation/constitution-for-a-nation/index.aspx">http://www.naa.gov.au/collection/explore/federation/constitution-for-a-nation/index.aspx</a></p> <p><b>LA5</b> Research one key figure and their importance in Australia’s Federation movement</p> <p><b>LA6</b> View the table on the PEO website to understand the influence of the US Constitution on the Australian Constitution at:  <a href="http://www.peo.gov.au/learning/closer-look/parliament-and-congress/written-constitution.html">http://www.peo.gov.au/learning/closer-look/parliament-and-congress/written-constitution.html</a></p> <p><b>Reflection</b> &gt; Use a revision activity to allow students to reflect on their learning.</p> <p><b>Suggested assessment</b> &gt; Students analyse four sources which reflect different points of view/ perspectives on Federation.</p>
4-7	Experiences of Australia’s democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islander Peoples, migrants, women, and children	<p>What limitations did the laws that existed impose on each group?</p> <p>Has there been a change in the laws and, if so, how did it come about?</p> <p>Has the group been able to fully participate in Australia as citizens in society?</p>	<p><b>Q&amp;R</b> &gt; locate and collect information from a range of appropriate primary and secondary sources/record selected information using a variety of methods/use ethical protocols when gathering information</p>	<p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>○ review the idea of democracy</li> <li>○ review the ideas of ‘citizenship’ and ‘rights’</li> <li>○ introduce the following laws, movements, events and people which affected each group listed below</li> </ul> <p><b>Aboriginal and Torres Strait Islander Peoples</b></p> <ul style="list-style-type: none"> <li>▪ The Commonwealth and State Constitutions</li> <li>▪ Controls of movements and residence</li> <li>▪ Forcible removal of Children (Stolen Generation)</li> <li>▪ 1962 right to vote and 1967 referendum</li> <li>▪ Pastoral workers in Western Australia</li> <li>▪ Aborigines Progressives Association</li> </ul>

## Australia as a nation

Week	Knowledge and Understanding and Key Concepts	Focus Questions/Learning Intentions	Humanities and Social Sciences Skills	Teaching and Suggested Learning Activities
	<p><b>Concepts:</b> Sources, Evidence, Continuity and change, Cause and effect, Empathy, Perspectives</p>		<p><b>A</b> &gt; interpret information collected/identify different points of view/perspectives</p> <p><b>E</b> &gt; draw and justify conclusions based on information</p> <p><b>C&amp;R</b> &gt; present findings in in a chosen format/use subject-specific terminology</p>	<ul style="list-style-type: none"> <li>▪ Politicians: Pat Dodson, Josie Farrer, Carol Martin, Ben Wyatt, Ken Wyatt including their life before entering parliament</li> </ul> <p><b>Women</b></p> <ul style="list-style-type: none"> <li>▪ Suffragette movement</li> <li>▪ When women were elected to parliaments in Australia, including Edith Cowan</li> <li>▪ The bar on married women working</li> <li>▪ Equal pay</li> <li>▪ Sex Discrimination Act</li> </ul> <p><b>Migrant groups</b></p> <ul style="list-style-type: none"> <li>▪ Chinese/other Asian groups before and after White Australia</li> <li>▪ Internment camps during World War II</li> <li>▪ Anti-discrimination legislation</li> <li>▪ Pay and working conditions</li> </ul> <p><b>Children</b></p> <ul style="list-style-type: none"> <li>▪ West Australian Child Protection Society</li> <li>▪ Children’s Courts</li> <li>▪ Child labour laws</li> <li>▪ AHRC and Rights of the Child</li> </ul> <p><b>LA6</b> Research the experience of a particular group in Australian society since Federation, including status and rights.</p> <p><b>Reflection</b> &gt; Use a revision activity to allow students to reflect on their learning.</p>
8-10				<p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>○ migration of people</li> <li>○ the relationship between migration and diversity</li> </ul>

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Week	Knowledge and Understanding and Key Concepts	Focus Questions/Learning Intentions	Humanities and Social Sciences Skills	Teaching and Suggested Learning Activities
	<p>Stories of groups of people who migrated to Australia (including <b>one</b> Asian country), the reasons they migrated (e.g. push-pull factors) and their contributions to society</p> <p><b>Concepts:</b> Sources, Evidence, Continuity and change, Cause and effect, Empathy, Perspectives</p>	<p>Why did people who have migrated to Australia leave their homeland?</p> <p>Why did they choose Australia rather than another country?</p> <p>How have particular groups of migrants contributed to specific areas of Australian society?</p>	<p><b>Q&amp;R</b> &gt; locate and collect information from a range of appropriate primary and secondary sources/record selected information using a variety of methods</p> <p><b>A</b> &gt; interpret information collected/identify different points of view/perspectives</p> <p><b>E</b> &gt; draw and justify conclusions based on information</p> <p><b>C&amp;R</b> &gt; present findings in writing/use History terminology</p>	<ul style="list-style-type: none"> <li>○ the reasons that people migrate</li> <li>○ revise the idea of 'different points of view (perspectives)'</li> </ul> <p><b>LA7</b> View the Secret History of Us as an introduction  <a href="http://www.sbs.com.au/ondemand/video/11757635851/immigration-nation-the-secret-history-of-us">http://www.sbs.com.au/ondemand/video/11757635851/immigration-nation-the-secret-history-of-us</a></p> <p><b>LA8</b> Discuss the migration experiences of students' families</p> <p><b>LA9</b> Students research two particular groups (one Asian and one non-Asian) who migrated to Australia. Investigate when and why they migrated, and their contributions to Australian society</p> <p><b>Suggested assessment</b> &gt; Compare and contrast the experience of two groups who migrated to Australia and their contribution to society</p> <p><b>Reflection</b> &gt; Use a revision activity to allow students to reflect on '<i>Australia as a nation</i>'</p>

## Teaching resources

BTN-Australia's Federation (including teacher notes) at: [https://www.youtube.com/watch?v=ecB-Lpm\\_AZ0](https://www.youtube.com/watch?v=ecB-Lpm_AZ0)

Constitutional Centre of Western Australia - Exhibitions Online-A Nation at Last at: <https://www.constitutionalcentre.wa.gov.au/ExhibitionsOnline/ANationAtLast/Pages/Default.aspx>

NAA - Your story, our history-'Constitution for a Nation'-story of the 1890s at: <http://www.naa.gov.au/collection/explore/federation/constitution-website/index.html>

PEO - Closer Look – Federation at: <http://www.peo.gov.au/learning/closer-look/federation-cl.html>

ABC - Splash - Henry Parkes oration (with teacher notes) at: <http://splash.abc.net.au/home#!/media/29412/sir-henry-parkes-s-tenterfield-oration-1889>

Museum of Australian Democracy (timeline is useful in terms of events and sources) at: <http://www.foundingdocs.gov.au/>

Creative Spirits-Get Aboriginal Culture without Agenda (has many useful links) at: <https://www.creativespirits.info/>

AEC-Aboriginal and/or Torres Strait Islander Peoples 'History of the Indigenous Vote' (includes audio) at: <http://www.aec.gov.au/indigenous/history.htm#s41>

Australian Museum-Indigenous Australia Timeline 1901-1969 at: <http://australianmuseum.net.au/indigenous-australia-timeline-1901-to-1969>

Western Australian-Guide to Institutions attended by Aboriginal People in Western Australia at: <https://www.findandconnect.gov.au/ref/wa/objects/pdfs/Guide%20to%20Institutions%20Aboriginal%20People%20WA.pdf>

SBS - Immigration Nation (Season 1 Episode 1 & 2) at: <http://www.sbs.com.au/ondemand/video/11760707669/immigration-nation-the-secret-history-of-us>

The Secret History of Us

Tales From a Suitcase/Flashback on Tales From a Suitcase – various episodes which relate to European migration post WWII