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| **History Unit: AUSTRALIA AS A NATION** | | | | **Stage 3** | |
| **Duration:** | |
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| **Unit description** | | | | **Key inquiry questions** | |
|  | | | | * Why and how did Australia become a nation? * How did Australian society change throughout the twentieth century? * Who were the people who came to Australia? Why did they come? * What contribution have significant individuals and groups made to the development of Australian society? | |
| **Outcomes** | | **A student:**   * identifies change and continuity and describes the causes and effects of change on Australian society **HT3-3**      * describes and explains the struggles for rights and freedoms in Australia, including Aboriginal and Torres Strait Islander peoples **HT3-4** * applies a variety of skills of historical inquiry and communication **HT3-5**   ***Add cross curriculum outcomes here****….* | | | | |

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| [**Historical Skills**](http://syllabus.bostes.nsw.edu.au/hsie/history-k10/continuum-of-skills/) | **Comprehension: chronology, terms and concepts**   * respond, read and write to show understanding of historical matters * sequence historical people and events * use historical terms and concepts   **Analysis and use of sources**   * locate information relevant to inquiry questions in a range of sources * compare information from a range of sources   **Perspectives and interpretations**   * identify different points of view in the past and present   **Empathetic understanding**   * explain why the behaviour and attitudes of people from the past may differ from today   **Research**   * identify and pose questions to inform an historical inquiry * identify and locate a range of relevant sources to support an historical inquiry   **Explanation and communication**   * develop historical texts, particularly narratives and descriptions, which incorporate source material * use a range of communication forms (oral, written, graphic) and digital technologies |

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| [**Historical Concepts**](http://syllabus.bostes.nsw.edu.au/hsie/history-k10/continuum-of-concepts/) | **Continuity and change:** some things change over time and others remain the same   * aspects of both continuity and change in Australian society over time   **Cause and effect:** events, decisions or developments in the past that produce later actions, results or effects   * some causes and effects of an historical event or development, eg migration to Australia   **Perspectives:** people from the past will have different views and experiences   * different points of view in the past and present, eg attitudes towards Federation   **Empathetic understanding** an understanding of another’s point of view, way of life and decisions made in a different time   * why behaviour and attitudes of people from the past may differ from those of today   **Significance:** the importance of an event, development or individual/group   * the importance of the contributions of individuals and groups to their times   **Contestability:** historical events or issues may be interpreted differently by historians   * historical events or issues may be interpreted differently by historians, eg British 'invasion' or 'settlement' |

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| **CONTENT** |
| *Key figures and events that led to Australia's*[*Federation*](http://syllabus.bostes.nsw.edu.au/glossary/hst/federation/?ajax)*, including British and American influences on Australia's system of law and government (ACHHK113)*  **Students:**   * identify the influences of Britain and the USA on Australian [democracy](http://syllabus.bostes.nsw.edu.au/glossary/hst/democracy/?ajax) CC * sequence key figures and events and explain their [significance](http://syllabus.bostes.nsw.edu.au/glossary/hst/significance/?ajax) in the development of Australian democracy, eg Sir Henry Parkes, Edmund Barton, Louisa Lawson, Vida Goldstein CCICTCCT * outline local, state and federal government structures and responsibilities CC   *Experiences of Australian democracy and*[*citizenship*](http://syllabus.bostes.nsw.edu.au/glossary/hst/citizenship/?ajax)*, including the status and rights of*[*Aboriginal people and/or Torres Strait Islanders*](http://syllabus.bostes.nsw.edu.au/glossary/hst/aboriginal/?ajax)*, migrants, women and children (ACHHK114)*  **Students:**   * examine Australian human rights, past and present, affecting Aboriginal and/or Torres Strait Islander peoples, migrants, women and children AHCEUDD * explain how Australian society has changed throughout the twentieth century for these groups DD * investigate the significance of ONE of the following in the struggle for the rights and freedoms of Aboriginal and Torres Strait Islander peoples AHCCCL * the [Stolen Generations](http://syllabus.bostes.nsw.edu.au/glossary/hst/stolen-generations/?ajax) * the right to vote federally in 1962 * the 1967 [Referendum](http://syllabus.bostes.nsw.edu.au/glossary/hst/referendum/?ajax) * the [Mabo](http://syllabus.bostes.nsw.edu.au/glossary/hst/mabo/?ajax) decision   *Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war (ACHHK115)*  *The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, sciences, the arts, sport (ACHHK116)*  **Students:**   * use [sources](http://syllabus.bostes.nsw.edu.au/glossary/hst/source/?ajax) such as oral history to research stories of migration to Australia, including the experiences of ONE Asian family, explaining reasons for migration DDIUA * explain how migrants have contributed to Australian society IU * using a range of sources, research and describe the contribution of Aboriginal and Torres Strait Islander peoples and other groups to Australian society AHCCCICTL |

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| **AUSTRALIA AS A NATION** | | | | | |
| **Contributing Question** | | | | | |
| **Learning Intentions**  **(WALT)** | **Teaching/Learning Activities** | | | **WILF** Assessment | **Resources** |
| **Whole Class Learning** | **Independent / Guided Learning** | |
| ***Core*** *We are learning to...*  ***Extension*** *We are learning to...* |  |  | |  | [History Syllabus](http://syllabus.bostes.nsw.edu.au/hsie/history-k10/) |
| **Support** | **Extension** |

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| **ASSESSMENT** | | | |
| Assessment for Learning | Assessment as Learning | | Assessment of Learning |
| *“Assessment for learning* involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as ‘formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.” | *“Assessment as learning* occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning” | | “*Assessment of learning* assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as ‘summative assessment', it usually occurs at defined key points during a unit of work or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of *assessment of learning* for grading or ranking depends on the validity and reliability of activities. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.” |
| **HT3-3** identifies change and continuity and describes the causes and effects of change on Australian society | | Students will: | |
| **HT3-4** describes and explains the struggles for rights and freedoms in Australia, including Aboriginal and Torres Strait Islander peoples | | Students will: | |
| **HT3-5** applies a variety of skills of historical inquiry and communication | | Students will: | |
| **Task:** | | | |