

Year 6
Journeys to Australia
Programme



Australian Curriculum: HISTORY Year 6 Program *Journeys to Australia*

Year Level	Year 6					
Year Level Title	Australia as a Nation					
Key Concepts Year 3-6	Continuity and change	Cause and effect	Significance	Perspectives	Empathy	Source (Evidence)
Historical Skills Year 5 & 6	<i>Chronology, terms and concepts</i> - Sequence historical events - Use historical terms and concepts	<i>Historical questions and research</i> - Identify questions to inform a historical inquiry - Identify and locate a range of relevant sources	<i>Analysis and use of sources</i> - Locate information related to inquiry questions in a range of sources - Compare information from a range of sources	<i>Perspectives and interpretations</i> Identify points of view in the past and present	<i>Explanation and communication</i> - Develop texts, particularly narratives and descriptions, which incorporate source material - Use a range of communication modes (oral, graphic, written) and digital technologies	
Achievement Standards	By the end of Year 6, students identify change and continuity and describe the causes and effects of change on society. They compare the different experiences of people in the past. They explain the significance of an individual and group. Students sequence events and people (their lifetime) in chronological order, and represent time by creating timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and compare information to answer inquiry questions. They examine sources to identify and describe points of view. Students develop texts, particularly narratives and descriptions. In developing these texts and organising and presenting their information, they use historical terms and concepts and incorporate relevant sources.					
Year level Description	The Year 6 curriculum moves from colonial Australia to the development of Australia as a nation, particularly after 1900. Students explore the factors that led to Federation and experiences of democracy and citizenship over time. Students understand the significance of Australia’s British heritage, the Westminster system, and other models that influenced the development of Australia’s system of government. Students learn about the way of life of people who migrated to Australia and their contributions to Australia’s economic and social development.					
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?					
Historical Knowledge and Understanding	Key figures and events that led to Australia’s Federation, including British and American influences on Australia’s system of law and government. Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, and women and children.. 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. 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, science, the arts, sport.					
Pedagogical Approach	Students will develop historical thinking using Bloom’s taxonomy to frame an inquiry into the past by interpreting and analysing a range of historical sources. Learning activities, including assessment tasks, will be developed around Gardner’s multiple intelligences to enable students to demonstrate a range of outcomes which are based on historical evidence. This approach allows for higher-order thinking throughout the teaching and learning sequence which will include a mix of teacher-directed lessons, group and individual tasks. <i>“Howard Gardner’s theory of multiple intelligences has been developed by teachers of history, especially those in primary and middle school, as a way of being more inclusive of students with different learning styles, rather than categorising or rejecting those who use differing approaches or have varying talents. Gardner’s work has allowed teachers to adopt a more systematic and theoretical approach to improving the historical skills and understanding of a much wider range of students.” p.98-100</i> <Making History: A Guide for the Teaching and Learning of History in Australian Schools> http://www.hyperhistory.org/images/assets/pdf/complete.pdf Background reading <Multiple Intelligences and Learning styles> http://projects.coe.uga.edu/epltt/index.php?title=Multiple_Intelligences_and_Learning_Styles Online Multiple Intelligence test <Birmingham Grid for Learning: Multiple Intelligences> http://www.bgfl.org/custom/resources_ftp/client_ftp/ks1/ict/multiple_int/what.cfm					

Australian Curriculum: HISTORY Year 6 Program *Journeys to Australia*

Teaching and Learning Sequence See attached detailed lesson sequence including specific resources for each activity	Summary of lesson sequence: It is expected that teachers will select and modify these suggestions to meet the needs of their learners, available time and resources. Most of the activities are summarized within the MI/B Grid. Students will record all research and activities in a 'My Journey to Australia' journal /scrapbook which the individual student will organize to reflect their own learning style and their chosen activities. Introducing the topic Activity 1 First Impressions Activity 2 Why do people immigrate to Australia? Activity 3 Immigration policies (Part 1) How did the policies, acts and schemes change our nation? Activity 4 Immigration policies (Part 2) How did the policies, acts and schemes change our nation? Activity 5: What was life like after World War II? Activity 6 Why do people immigrate to Australia? Their Story. Activity 7 What's in my suitcase? My Suitcase, My Story. Activity 8 When did my family immigrate to Australia? Our Story. Activity 9 The Arrival Activity 10 Immigration- Project/Problem -based Learning (PBL) task (Suggested Summative Assessment Task) Activity 11 Journey to Australia' day Federation MI/Bloom's Grid used in this program was based on examples found in: Multiple Intelligences and Bloom's Taxonomy Pohl, M, 2002. <i>Infusing Thinking</i>. 1st ed. Victoria Australia: Hawker Brownlow.http://www4.uwsp.edu/education/lwilson/curric/newtaxonomy.htm Project-based learning and authentic learning tasks used in this program are from the article with the sampled task: Project-based learning: essential questions and authentic tasks posted by Melinda Kolk (2011) on Tech4Learning Blog at http://web.tech4learning.com/blog-0/bid/61283/project-based-learning-essential-questions-and-authentic-tasks																														
Assessment	Learning Outcome What specifically will they produce, learn, develop in this unit? Students will develop their historical inquiry skills by investigating the different immigration schemes in Australia during the 1900s which brought a range of migrants to Australia. They will learn about the people who came to Australia and why they came. Students will complete a range of independent, group and whole class activities to explore ideas, pose questions, reflect upon new understandings and consider the bigger picture. Based on evidence from their examination of sources, the presentations (including museum displays, dramatic re-enactments, flowcharts, photo analysis, newspaper articles, posters and an authentic learning task) will culminate in a 'Journey to Australia' day in the classroom demonstrating an understanding of cause and effect, perspectives and significance. A range of suggested formative and summative assessment tasks are outlined throughout the teaching and learning sequence and summarised on the MI/B Grid such as: <table><tr><th>Knowing</th><th>Understanding</th><th>Applying</th><th>Analysing</th><th>Creating</th><th>Evaluating</th></tr><tr><td>Make an illustrated timeline of Australian immigration policies from the late 1800s to present.</td><td>Prepare a flow chart to illustrate significant events that led to immigration policies.</td><td>Match your list of key words and phrases to a significant policy, scheme, event and date.</td><td>Conduct an historical inquiry and interview a person who has immigrated to Australia in the past.</td><td>Write three sequential diary entries from an immigrant's perspective when arriving in Australia by ship within the time period 1900-1950.</td><td>Review different Australian immigration policies throughout time. Present your information as a written report, digital story or poster.</td></tr><tr><td>Make lists of 'fast facts' on significant immigration policies to use for a 'What policy am I?' game.</td><td>Using a range of primary sources discuss the issues and events that led to immigration policies being implemented.</td><td>Combine your knowledge of the significant policies and immigrant's stories to design and create a board game of their journeys to Australia.</td><td>Mind map all the things you have learned about how and why Australia implemented each immigration policy</td><td>'Journey to Australia' Dress up as a person who has immigrated to Australia and using props, tell your story of immigration.</td><td>Design a list of criteria to sort your Immigration sources. Discuss and rank as relevant, reliable or rich sources of evidence.</td></tr><tr><td></td><td>Write a letter to the local paper in your State in favour of the Ten Pound Pom immigration scheme.</td><td>What were the advantages / disadvantages of being a child migrant?</td><td></td><td>Create '<i>Their Story</i>', writing the information you collected from the interview into a story of their journey to Australia.</td><td>Construct a 6 Thinking Hats mind map and record your ideas, thoughts and questions during the unit. Consider how policies changed over time and where we are at now as a nation.</td></tr><tr><td></td><td></td><td></td><td></td><td>Create a suitcase from a shoebox. Bring in items and create written responses to explain why they are significant to you.</td><td>SWOT analysis of class' knowledge of Why and How Australia implemented immigration policies at specific time periods.</td></tr></table> Authentic learning task – summative assessment to demonstrate their understanding through analysis, understanding, application, creation and evaluation in their presentation and accompanying share materials required to implement their plan.	Knowing	Understanding	Applying	Analysing	Creating	Evaluating	Make an illustrated timeline of Australian immigration policies from the late 1800s to present.	Prepare a flow chart to illustrate significant events that led to immigration policies.	Match your list of key words and phrases to a significant policy, scheme, event and date.	Conduct an historical inquiry and interview a person who has immigrated to Australia in the past.	Write three sequential diary entries from an immigrant's perspective when arriving in Australia by ship within the time period 1900-1950.	Review different Australian immigration policies throughout time. Present your information as a written report, digital story or poster.	Make lists of 'fast facts' on significant immigration policies to use for a 'What policy am I?' game.	Using a range of primary sources discuss the issues and events that led to immigration policies being implemented.	Combine your knowledge of the significant policies and immigrant's stories to design and create a board game of their journeys to Australia.	Mind map all the things you have learned about how and why Australia implemented each immigration policy	'Journey to Australia' Dress up as a person who has immigrated to Australia and using props, tell your story of immigration.	Design a list of criteria to sort your Immigration sources. Discuss and rank as relevant, reliable or rich sources of evidence.		Write a letter to the local paper in your State in favour of the Ten Pound Pom immigration scheme.	What were the advantages / disadvantages of being a child migrant?		Create ' <i>Their Story</i> ', writing the information you collected from the interview into a story of their journey to Australia.	Construct a 6 Thinking Hats mind map and record your ideas, thoughts and questions during the unit. Consider how policies changed over time and where we are at now as a nation.					Create a suitcase from a shoebox. Bring in items and create written responses to explain why they are significant to you.	SWOT analysis of class' knowledge of Why and How Australia implemented immigration policies at specific time periods.
Knowing	Understanding	Applying	Analysing	Creating	Evaluating																										
Make an illustrated timeline of Australian immigration policies from the late 1800s to present.	Prepare a flow chart to illustrate significant events that led to immigration policies.	Match your list of key words and phrases to a significant policy, scheme, event and date.	Conduct an historical inquiry and interview a person who has immigrated to Australia in the past.	Write three sequential diary entries from an immigrant's perspective when arriving in Australia by ship within the time period 1900-1950.	Review different Australian immigration policies throughout time. Present your information as a written report, digital story or poster.																										
Make lists of 'fast facts' on significant immigration policies to use for a 'What policy am I?' game.	Using a range of primary sources discuss the issues and events that led to immigration policies being implemented.	Combine your knowledge of the significant policies and immigrant's stories to design and create a board game of their journeys to Australia.	Mind map all the things you have learned about how and why Australia implemented each immigration policy	'Journey to Australia' Dress up as a person who has immigrated to Australia and using props, tell your story of immigration.	Design a list of criteria to sort your Immigration sources. Discuss and rank as relevant, reliable or rich sources of evidence.																										
	Write a letter to the local paper in your State in favour of the Ten Pound Pom immigration scheme.	What were the advantages / disadvantages of being a child migrant?		Create ' <i>Their Story</i> ', writing the information you collected from the interview into a story of their journey to Australia.	Construct a 6 Thinking Hats mind map and record your ideas, thoughts and questions during the unit. Consider how policies changed over time and where we are at now as a nation.																										
				Create a suitcase from a shoebox. Bring in items and create written responses to explain why they are significant to you.	SWOT analysis of class' knowledge of Why and How Australia implemented immigration policies at specific time periods.																										

Australian Curriculum: HISTORY Year 6 Program *Journeys to Australia*

	<u>Historical sources</u>	<u>Guided Reading / Literature:</u>	<u>Suggested excursions</u>
Resources	Australian government The changing face of early Australia http://www.australia.gov.au/about-australia/australian-story/changing-face-of-early-australia National Archives of Australia Julie Stacker and Peri Stewart, Chinese immigrants and Chinese-Australians in New South Wales http://guides.naa.gov.au/chinese/ ABC and Film Australia Pacific Stories Learning: teachers guide http://www.pacificstories.com.au/ South Australia – Outreach Education: Connecting school to community The Curator's Table http://www.curatorstable.sa.edu.au/ Teacher programs at The Curator's Table http://www.outreacheducation.sa.edu.au/programs/the-curators-table/ National Museum Australia How can we use museum objects to understand Australia's connections to the world through migration journeys? http://www.nma.gov.au/engage-learn/schools/classroom-resources/units_of_work/australian_journeys National Museum Australia Horizons: The Peopling of Australia since 1788 http://www.nma.gov.au/exhibitions/horizons/home National Archives of Australia Migration and citizenship http://www.naa.gov.au/collection/explore/migration/index.aspx National Archives of Australia Uncommon Lives http://uncommonlives.naa.gov.au/ National Archives of Australia Destination: Australia Sharing our Post-War Migrant Stories https://www.destinationaustralia.gov.au/site/ Museum Victoria Journeys to Australia http://museumvictoria.com.au/discoverycentre/websites-mini/journeys-australia/ Immigration Museum, Melbourne Origins: Immigrant communities in Victoria http://museumvictoria.com.au/origins/	National Archives of Australia, (2008). <i>Famil Journeys: Stories in the National Archives of Australia</i>. National Archives of Australia. Tan, Shaun (2008). <i>The Arrival</i>. Hodder Children's Books: London. Hearn, Emily & Milne, Marywinn.(2008). <i>Our new home: Immigrant Children Speak</i>. Second Story Press: Toronto. Do, Anh. & Do, Suzanne. (2011). <i>The little refugee: The inspiring true story of Australia's happiest refugee</i>. Allen & Unwin: Australia. Fleischman, P. & Ibatouline, Bagram. (2014) <i>The Matchbox Diary</i>. Walker Books Ltd: United Kingdom. Hest, Amy,(1997) <i>When Jessie Came Across the Sea</i>. Candlewick Press: Massachusetts. Marsden, John & Ottley, Matt, (2013). <i>Home and away</i>. Hachette: Australia. Say, Allen. (2013) <i>Grandfather's Journey</i>. Houghton Mifflin Harcourt: Boston. Wheatley, Nadia. (2008). <i>My Place</i>. Walker Books: Australia. Dechian, Sonja, Sallis, Eva & Millar, Heathe (2004). <i>Dark dreams: Australian refugee stories by young writers aged 11-20 years</i>. VIEWING Immigration Nation The Secret History of us http://www.sbs.com.au/immigrationnation/ A History of Immigration in Australia https://www.youtube.com/watch?v=teq__HPNpSI ABC Splash What is Australia's national character? http://splash.abc.net.au/home#!/media/29439/a-view-of-australia-s-identity-and-	State Museums, Maritime Museums and State Library (search/ view images, artworks, items and documents from 1900s) WA Maritime Museum and Welcome Walls – Fremantle http://museum.wa.gov.au/museums/maritime NSW Migration Heritage Centre http://www.migrationheritage.nsw.gov.au/homepage/ National Maritime Museum – Darling Harbour, Sydney http://waves.anmm.gov.au/Visit.aspx Quarantine Station – Sydney Harbour National Park http://www.quarantination.com.au/ ACT National Museum Australia http://www.nma.gov.au/exhibitions/horizons/home VIC Immigration Museum – Melbourne http://museumvictoria.com.au/immigrationmuseum/ Chinese Museum Museum of Chinese-Australian history http://chinesemuseum.com.au/ Sovereign Hill Chinese Camp, Ballarat http://education.sovereignhill.com.au/programs/exhibits/ QLD Queensland Museum http://www.qm.qld.gov.au/Find+out+about/Histories+of+Queensland/Migration#.VaoI9E2Jjcs SA History Trust of South Australia http://migration.historysa.com.au/ NT Chinese Museum and Chinese Temple, Darwin http://www.chungwahnt.asn.au/index.php?page=museum TAS Maritime Museum of Tasmania http://www.maritimetas.org/visiting-us/school-visits

Australian Curriculum: HISTORY Year 6 Program *Journeys to Australia*

	Migration Heritage Centre - NSW Australian Migration History Timeline http://www.migrationheritage.nsw.gov.au/exhibition/objectsthroughtime-history/1918-1939/ Migration Heritage Centre - NSW Class Activities and Factsheets http://www.migrationheritage.nsw.gov.au/teachers-resources/class-activities-factsheets/ Immigration Museum – Victoria Timeline http://museumvictoria.com.au/immigrationmuseum/discoverycentre/identity/people-like-them/the-white-picket-fence/timeline/?selected=4 Immigration Nation Interactive – Stories and lives of remarkable immigrants http://www.sbs.com.au/immigrationnation/ Immigration Nation Resources – Key countries; People and the Policy; Architects of Immigration; Historical Timelines http://www.sbs.com.au/immigrationnation/resources Australian Human Rights Commission Contains diagrams, pictures, graphs and statistics on immigration throughout Australian history https://www.humanrights.gov.au/publications/questions-and-answers-about-migrants-multiculturalism Ten Pound Pom Stories and interactive Dictation Test http://tenpoundpom.com/dictation.php National Museum Australia What impacts has immigration had on Australia? Teacher Resource http://www.nma.gov.au/engage-learn/schools/classroom-resources/units_of_work/immigration_impacts Choose Your Own Statistics Interactive Game http://splash.abc.net.au/home#!/media/1520313/statistics-game ABC Splash The White Australia Policy http://splash.abc.net.au/home#!/digibook/613054/dictation-to-restrict-immigration ABC Splash This house: settling in Broome (interactive) http://splash.abc.net.au/home#!/media/1386727/this-house-settling-in-broome	immigration ABC Splash The Snowy Mountains Scheme http://splash.abc.net.au/home#!/media/102912/the-snowy-mountains-scheme-1949 ABC Splash Big Brother: youth migration http://splash.abc.net.au/home#!/media/86482/big-brother-youth-migration ABC Splash British immigrants welcomed to Sydney http://splash.abc.net.au/home#!/media/1666893/british-immigrants-welcomed-to-sydney ABC Splash From Sudan to Adelaide http://splash.abc.net.au/home#!/media/1910642/null ABC Splash Child migrants from Britain http://splash.abc.net.au/home#!/media/1836985/child-migrants-from-britain Living down under: online television Stories from migrants http://www.livingdownunder.net/stories-from-migrants	<u><i>Suggested incursions</i></u> Guest speakers who have emigrated from another country come in and tell their story. Perhaps they emigrated under a particular immigration scheme such as the Ten Pound Pom. They can bring in items to enhance their story such as photos of their method of travel, whilst they were travelling, their old home, etc. These could be family members of the students or even staff from within the school. <u><i>Historical sources cont.</i></u> Immigration Place Australia Immigration Stories http://immigrationplace.com.au/ Maritime Museum of Tasmania Assisted migrants and bounty schemes http://www.maritimetas.org/collection-displays/displays/over-seas-stories-tasmanian-migrants/assisted-migrants-and-bounty-schem Ally Heathcote's diary excerpt (1874) Museum Victoria http://museumvictoria.com.au/discoverycentre/websites-mini/journeys-australia/departure--arrival/diary-entry-on-departure/ Annie Duckles diary entry Melbourne Migration Museum http://museumvictoria.com.au/discoverycentre/websites-mini/journeys-australia/departure--arrival/diary-entry-on-departure/ On Their Own: Britain's Child Migrants Virtual Exhibition http://www.britainschildmigrants.com Museum Victoria On their Own: British Child Migrants – Reference sheet http://museumvictoria.com.au/discoverycentre/infosheets/on-their-own-british-child-migrants/ Forgotten Australians: Our History Oral Histories – Child Migrants http://forgottenaustralianshistory.gov.au/oral_histories.html Snowy Mountains Scheme PowerPoint Multicultural Australia e-Learning Objects http://www.multiculturalaustralia.edu.au/learning/elos_flashpaper.php World Vision Get Connected: Migration Lesson Plan http://my.worldvision.com.au/resources/SchoolResources/Content.aspx?id=308c9b2f-f18a-494b-a924-01d1e4150291
--	--	---	--

Australian Curriculum: HISTORY Year 6 Program *Journeys to Australia*

	ABC Splash This house: settling in Ballarat (interactive) http://splash.abc.net.au/home#!/media/1386705/this-house-settling-in-ballarat No Borders: The leader in universal migration Australia's Immigration Timeline http://www.noborders-group.com/about-us/History-of-Immigration-Australia Making multicultural Australia http://www.multiculturalaustralia.edu.au/ Making multicultural Australia – eLearning objects http://www.multiculturalaustralia.edu.au/learning/elos_flashpaper.php National Maritime Museum Stories from our collection http://waves.anmm.gov.au/Immigration-Stories/Stories-from-our-collection.aspx		Global Words English for Global Education http://globalwords.edu.au/units/Refugees_UPY6_html/index.html Scholastic – The Arrival teaching notes http://www.scholastic.com/teachers/book/arrival#cart/cleanup The Universal Classroom – Kids Give The Arrival teaching and learning sequence http://www.kidsgive.com.au/wp-content/uploads/2013/12/SA8836-Springboards-to-Philanthropy-1.-The-Universal-Classroom.pdf Project-based learning: essential questions and authentic tasks http://web.tech4learning.com/blog-0/bid/61283/project-based-learning-essential-questions-and-authentic-tasks Education Services Australia Civics and Citizenship Learning: Teaching and Learning activities http://www.civicsandcitizenship.edu.au/cce/migration_activity_introduction,24244.html
Opportunities for INTEGRATION			
Cross Curriculum Priorities	Asia and Australia's engagement with Asia OI.8 Australians of Asian heritage have influenced Australia's history and continue to influence its dynamic culture and society.		
General Capabilities	Literacy Students develop literacy capability as they learn how to build historical knowledge and to explore, analyse, question, discuss and communicate historical information, concepts and ideas. Historical texts typically include those that recount a sequence of events, present past events as a narrative, discuss concepts and ideas, and argue a point of view. These texts are often accompanied by graphics such as illustrations, maps, tables and timelines that provide significant information and are supported by references and quotations from primary and secondary sources. Students understand that language varies according to context and they develop their ability to use language flexibly. This includes understanding and using the language features of historical texts including topic vocabulary, past tense verbs for recounting events, complex sentences to establish sequential or cause-and-effect relationships, the wide use of adverbs to describe places, people and events, and extended noun groups employing descriptive adjectives. By the end of Year 6 students: • listen to spoken texts, and interpret and evaluate information and opinions presented • understand, interpret and analyse information and ideas in learning area texts, comparing content from a range of sources and analysing similarities and differences in texts on similar topics or themes • use speaking, writing, visual and multimodal elements as learning tools to explore ideas and relationships, test possibilities, compare solutions and in preparation for creating texts • compose learning area texts for different purposes combining: information from several sources; more formal and extended language features to report ideas and information and express opinions • edit texts for structure, content, language and visual choices • participate in discussions and informal debates, • plan, research, rehearse and deliver presentations on learning area topics, selecting appropriate content and visual and multimodal elements • understand how analytical images such as figures, diagrams, tables, maps and graphs contribute to understanding of texts • comprehend and compose visual and multimodal texts in print and digital environments that make use of visual elements to represent ideas and events in different ways Numeracy Students develop numeracy capability as they learn to organise and interpret historical events and developments. Students learn to analyse numerical data to make meaning of the past, for example to understand cause and effect, and continuity and change. Students learn to use scaled timelines, including those involving negative and positive numbers, as well as calendars and dates to recall information on topics of historical significance and to illustrate the passing of time. Students interpret data displays and collect, compare, describe and interpret data as 2-way tables, double column graphs and sector graphs, including from digital media. Students identify and describe locations, using grid reference systems and directional language such as north or north east.		

Australian Curriculum: HISTORY Year 6 Program *Journeys to Australia*

General Capabilities	ICT capability Students develop ICT capability when they locate, process, analyse and communicate historical information. They use their ICT capability to access a range of digital sources of information; critically analyse evidence and historical trends; communicate, present and represent their learning; and collaborate, discuss and debate to co-construct their knowledge. Critical and Creative thinking is essential to the historical inquiry process because it requires the ability to question sources, interpret the past from incomplete documentation, develop an argument using evidence, and assess reliability when selecting information from resources. Creative thinking is important in developing new interpretations to explain aspects of the past that are contested or not well understood. By the end of Year 6 students: • pose questions that identify and describe issues beyond their immediate world • prioritise ideas and select information to form a considered response to an issue • identify and categorise information from multiple sources • sequence, paraphrase, elaborate or condense information from a range of sources • use a range of visualisation strategies to challenge and investigate possibilities (for example diagrams, mindmapping) • set their judgments to one side to consider alternative ideas and actions (for example taking risks when exploring ideas, concepts and knowledge) • Analysing, evaluating and synthesising information: identify gaps in knowledge and missing elements in information, seek further information to make improvements and use evidence to test propositions; • choose pertinent information from a range of sources and separate this information into smaller parts or ideas (for example examining sources of evidence to identify similarities and differences) • use concrete, pictorial and digital models to check reasoning and modify actions accordingly (for example using graphs, charts, visuals to chart progress of an action/argument and propose alternatives)
Other Learning Areas	English <u>Language</u> Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (ACELA1516) • identify and appreciate differences in language used in diverse family settings Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (ACELA1524) • observing how sequential events can be represented visually by a series of images, including comic strips, timelines, photo stories, procedure diagrams and flowcharts, life-cycle diagrams, and the flow of images in picture books • observing how concepts, information and relationships can be represented visually through such images as tables, maps, graphs, diagrams, and icons <u>Literature</u> Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613) • recognising the influence our different historical, social and cultural experiences may have on the meaning we make from the text and the attitudes we may develop towards characters, actions and events <u>Literacy</u> Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709) • using strategies, for example pausing, questioning, rephrasing, repeating, summarising, reviewing and asking clarifying questions • recognising that closed questions ask for precise responses while open questions prompt a speaker to provide more information Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816) • participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations • using effective strategies for dialogue and discussion in range of familiar and new contexts, including speaking clearly and coherently and at appropriate length, acknowledging and extending the contributions of others, asking pertinent questions and answering others' questions • choosing vocabulary and spoken text and sentence structures for particular purposes and audiences, adapting language choices to meet the perceived audience needs, such as recounting an excursion to a younger class or welcoming a visitor to a school function • experimenting with voice effects for different audiences and purposes, such as tone, volume, pitch and pace, recognising the effects these have on audience understanding and engagement

Australian Curriculum: HISTORY Year 6 Program *Journeys to Australia*

Other Learning Areas	Literacy cont. Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710) • using technologies to collaboratively prepare a humorous, dynamic group view on a debatable topic, such as ‘Kids should be allowed to read and view what they like,’ to be presented to teachers and parents Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings (ACELY1712) • bringing subject and technical vocabulary and concept knowledge to new reading tasks, selecting, evaluating and using texts for their pertinence to the task and the accuracy of their information • using word identification, self-monitoring and self-correcting strategies • using research skills including identifying research purpose, locating texts, gathering and organising information, evaluating and using information Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713) • making connections between the text and students’ own experience or other texts • making connections between information in print and images • finding specific literal information • using prior knowledge and textual information to make inferences and predictions • asking and answering questions • finding the main idea of a text • summarising a text or part of a text Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714) • creating informative texts for two different audiences, such as a visiting academic and a Year 3 class, that explore an aspect of biodiversity • using rhetorical devices, images, surprise techniques and juxtaposition of people and ideas and modal verbs and modal auxiliaries to enhance the persuasive nature of a text, recognising and exploiting audience susceptibilities Use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1717) • selecting and combining software functions as needed to create texts.
	Technologies • Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS125) • Using ICT to create presentations which are suitable for the target audience and include text, images and/or audio-visuals. • Developing charts, graphs, tables, digital presentations, written and oral presentations to explain the past using ICTs. • Creating a digital story, using text, images and audio/visual material
	Geography The various connections Australia has with other countries and how these connections change people and places (ACHGK035) • researching connections between Australia and countries in the Asia region, for example, in terms of trade, migration, tourism, aid, education, defence or cultural influences; and explaining the effects of at least one of these connections on their own place and another place in Australia
	Numeracy Interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables (ACMSP147) • comparing different student-generated diagrams, tables and graphs, describing their similarities and differences and commenting on the usefulness of each representation for interpreting the data • understanding that data can be represented in different ways, sometimes with one symbol representing more than one piece of data, and that it is important to read all information about a representation before making judgments Interpret secondary data presented in digital media and elsewhere (ACMSP148) • investigating data representations in the media and discussing what they illustrate and the messages the people who created them might want to convey