

LEARNING AND TEACHING DIRECTORATE - SECONDARY EDUCATION

Human Society and Its Environment

Learning across the curriculum:

Cross-curriculum priorities teacher resource K-10



Asia and Australia's engagement with Asia

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[Geography K-10 Syllabus](#)

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and [History K-10 Syllabus](#)

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About this resource

The Department of Education's Quality Teaching Discussion Paper outlines a model of syllabus planning and implementation that supports teachers on the basis of 'central concepts or ideas' to ensure deep knowledge in student learning. This is especially relevant for the Learning Across the Curriculum Content areas.

Whilst the Learning across the Curriculum Content – cross curriculum priorities: Asia and Australia's engagement with Asia are somewhat embedded in syllabus content through the process of tagging, teachers have requested guidance to identify:

- a) a continuum of conceptual development in each of the cross-curriculum priorities
- b) examples of what this looks like in each of the stages of learning.

The Learning and Teaching Directorate has been working in partnership with **the Asia Education Teachers' Association**, to develop an HSIE Learning across the Curriculum Content – Cross Curriculum Priorities continua (Early Stage 1 – Stage 5) and accompanying learning and teaching snapshots teachers' resource.

This resource supports the implementation of the NSW History K-10, the forthcoming implementation of the Geography K-10 syllabus for the Australian Curriculum as well as the Building Transition Communities project as part of the Departments Rural and Remote Strategy.

This project aims to further develop an understanding of the Learning across the Curriculum Content areas as it unpacks in greater detail the conceptual ideas of the three cross curriculum priorities identified in the Melbourne Declaration on Educational Goals for Young Australians, to give examples of what these concepts will look like at each stage.

Asia and Australia's engagement with Asia

The following continuum for *Asia and Australia's engagement with Asia* links the Australian Curriculum organising ideas for the cross curriculum priority of the Learning Across the Curriculum Content **with** the content of the NSW syllabuses for history and geography.

To accompany the continuum, snapshots of learning have been developed for each stage. These are lesson ideas in the form of case studies, which aim to provide teachers with specific examples of how to include the priority in history and geography.

The continuum and accompanying snapshots of learning have been collaboratively developed by the professional teaching association relevant to the priority area, and the Learning and Teaching Directorate of the Department of Education. The organising ideas below are amended from the Australian Curriculum key ideas located at <https://v9.australiancurriculum.edu.au/f-10-curriculum/cross-curriculum-priorities/asia-and-australias-engagement-with-asia?organising-idea=0>. We encourage teachers to add to the collection of learning snapshots, or to evaluate those that are presented. Please contact hsie@det.nsw.edu.au.

Organising ideas

Asia and its diversity

| Code | Organising ideas |
|------|---|
| OI.1 | The regions and countries of Asia are diverse in geomorphic, atmospheric and hydrologic natural features. |
| OI.2 | The peoples of Asia are diverse in ethnic background, traditions, cultures, belief systems and religions. |
| OI.3 | Interrelationships between humans and the diverse environments in Asia shape the region and have global implications. |

Achievements and contributions of the peoples of Asia

| Code | Organising ideas |
|------|--|
| OI.4 | The peoples and countries of Asia have contributed and continue to contribute to world history and human endeavours and sustainable futures. |
| OI.5 | The arts and literature of Asia influence aesthetic and creative pursuits within Australia, the region and globally. |

Asia–Australia engagement

| Code | Organising ideas |
|-------|--|
| OI.6 | Collaboration and engagement with the peoples of Asia support effective regional and global citizenship. |
| OI.7 | Australia is part of the Asia region and our histories from ancient times to the present are linked. |
| OI.8 | Australians play a significant role in social, cultural, political and economic developments in the Asia region. |
| OI.9 | Australians of Asian heritage have influenced Australia's history and continue to influence its dynamic culture and society. |
| OI.10 | Australians are connected to people and places of the Asia region in a variety of ways. |

Asia and Australia's engagement with Asia continuum: Geography K-10

| Early Stage1 | | |
|--|---|---|
| Organising ideas | Content - Students: | Learning snapshots |
| Asia and its diversity OI.1, OI.9 | <ul style="list-style-type: none"> discuss how there are some places in Australia that are special to people who are of Asian heritage. Investigate the importance of places they live in and belong to | Important places 1. Our local community and special places |
| Impacts and contributions of the peoples of Asia OI.4 | <ul style="list-style-type: none"> outline examples of how people in Asia have built important and special places explain why people in Asia are helping to take care of special places where special (endangered) animals live | |
| Stage1 | | |
| Organising ideas | Content - Students: | Learning snapshots |
| Asia and its diversity OI.1, OI.2 | <ul style="list-style-type: none"> describe Australia's location in respect to Asia (as south of the Asian continent and the region known as Asia) describe different natural features of some places in Asia and how people use these places for different activities describe the different human features of some places in Asia and how people use these places for different activities | People and Places 2. Local and global connections |
| Impacts and contributions of the peoples of Asia: OI.4 | <ul style="list-style-type: none"> identify how some special places in Asia are being cared for | |
| Asia-Australia engagement OI.7, OI.8, OI.9, OI.10 | <ul style="list-style-type: none"> identify how Australians are connected to people and places in Asia discuss how technology has improved access between Asia and Australia | |

Stage 2

| Organising ideas | Content - Students: | Learning snapshots |
|---|---|--|
| Asia and its diversity OI.1, OI.2 | <ul style="list-style-type: none"> investigate the location of Australia's neighbouring countries investigate the diverse characteristics of Australia's neighbouring countries examine the natural and human features of countries in Asia compare natural characteristics of Australia with a country in Asia | Places are similar and different (i) 3. Australia's neighbours (ii) Case study: Indonesia Asia Education Foundation |
| Impacts and contributions of the peoples of Asia OI.4 | <ul style="list-style-type: none"> describe the ways people value the environments in Asia and why different places are important to protect and preserve examine the ways people value environments in Asia, and the sustainable practices used | |
| Asia-Australia engagement OI.7, OI.8, OI.9, OI.10 | <ul style="list-style-type: none"> investigate how people in Australia support people in Asia care for special environments and vice versa compare the daily life of people in two countries in Asia to find out what is similar or different | |

Stage 3

| Organising ideas | Content - Students: | Learning snapshots |
|---|---|---|
| Asia and its diversity OI.1, OI.2 | <ul style="list-style-type: none"> identify the diversity of geographical characteristics within the Asia region identify the diversity of human characteristics within the Asia region | Factors that shape places (i) Indonesia: a volcanic country (ii) Case study: rice growing Asia Education Foundation |
| Impacts and contributions of the peoples of Asia OI.4 | <ul style="list-style-type: none"> describe how the natural environment and climate influences the people and places of Asia describe how the people influence places in Asia and make them more sustainable describe the ways people have changed natural environments in a country in Asia | |

| | | |
|---|--|---|
| Asia-Australia engagement OI.7, OI.8, OI.9, OI.10 | <ul style="list-style-type: none"> investigate connections between Australia and Asia identify the things that influence the way people think of and understand Asia's places and people investigate how Australia has connected with the landforms and/or peoples of Asia for many thousands of years until today discuss how Australia- Asia connections influence people's perceptions and understandings of people and places of Asia examine how celebration events in Australia held by Australians of Asian Background impact on local areas and how different celebrations affect people and places | A diverse and connected world 4. Our wonderful world: diversity, connections and perceptions |
| Stage 4 | | |
| Organising ideas | Content – students: | Learning snapshots |
| Asia and its diversity OI.1, OI.2 | <ul style="list-style-type: none"> describe the nature and diversity of Asia's environments, including its natural resources such as water describe the nature and diversity of Asia's people investigate the economic, cultural, spiritual and aesthetic values of water for different people in different places in Asia | Water in the world (i) Hydrologic hazard: causes, impacts and responses Case study: Flood mitigation in Japan (ii) The value of water Case study: Spirituality of water Asia Education Foundation |
| Impacts and contributions of the peoples of Asia OI.4 | <ul style="list-style-type: none"> Investigate how humans have transformed some of Asia's landscapes and landforms Evaluate the management and protection of landscapes in Asia Investigate how the people and government of one Asian country are working to make a city 'more liveable' | Landscapes and landforms Case study: It's a jungle out there – the impacts of palm oil production in South-east Asia Asia Education Foundation |
| Asia-Australia engagement OI.7, OI.8, OI.9 | <ul style="list-style-type: none"> Describe peoples' travel, culture and leisure links with the countries and people of Asia Investigate the ways ICT and trade (including production and consumption) connect Australia and Asia Investigate how production of manufactured goods to export to Australia | Interconnections 5. Interconnections with Asia |

from some countries in Asia has impacted socially, economically or environmentally

Stage 5

| Organising ideas | Content – students: | Learning snapshots |
|--|--|--|
| Asia and its diversity OI.1, OI.2 | <ul style="list-style-type: none"> investigate the causes and impacts of urbanisation with reference to ONE Asian country (looking at spatial distribution patterns and the economic, social or environmental consequences of urbanisation) explain human spatial patterns and variations that exist in contemporary Asia, including human well-being and urbanisation identify natural spatial patterns and variations that exist in contemporary Asia, including biomes | Changing places 6. Urbanisation in Asia Urban settlement patterns Case study: Urban India using geographical tools Asia Education Foundation |
| Impacts and contributions of the peoples of Asia: OI.4 | <ul style="list-style-type: none"> investigate reasons for, and effects of, internal migration in a country in Asia analyse examples of environmental change and management in Asia, including traditional and contemporary responses to change explain the importance of caring for natural environments in Asia to maintain biodiversity investigate initiatives to improve human well-being in Asia by government and non-government organisations to reduce spatial variations in human well-being | |
| Asia-Australia engagement OI.7, OI.8, OI.9, OI.10 | <ul style="list-style-type: none"> evaluate reasons for, and effects of, migration from Asia to Australia. | |

Early Stage 1 Geography learning snapshots

| | |
|--|---|
| Title | 1. Our local community and special places |
| Syllabus topic | People live in places |
| Outcomes | <p>A student:</p> <ul style="list-style-type: none"> describes features of places and the connections people have with places GE1-1 communicates geographical information and uses geographical tools for inquiry GE1-3 |
| Selected syllabus content | <p>Important places</p> <p>Students:</p> <ul style="list-style-type: none"> investigate the importance of places they live in and belong to, for example: (ACHGK002, ACHGK004) <ul style="list-style-type: none"> identification of places they live in and belong to discussion of why places are special and how people care for them explanation of why people need to take care of places |
| Teaching learning guiding inquiry questions | <p>(With specific Asian references)</p> <ul style="list-style-type: none"> What are places like? What makes a place special? How can we look after the places we live in? |
| Key terminology | special, important, look after, stories, location, photo, map |
| Learning snapshot | <p>Geographical inquiry – Important places in our community with an Asian focus</p> <p>Explore important places in the students’ community that have an Asian focus (e.g. religious sites, restaurants, gardens)</p> <p>Acquiring geographical information</p> <p>Question:</p> <p>What are places like?</p> <ul style="list-style-type: none"> What are important places in our community? What are the features of important places in our community that have an Asian focus? Why are places with an Asian focus in our community in their current location? How do people use these places? Why do we need to look after our special places? <p>Acquire data and information:</p> <p>Fieldwork:</p> |

- Walk around our local community and observe and identify the natural and human features.
- Take **photographs** to record places in the community with an Asian focus.
- Identify the locations of features using the language of position to describe these features in relation to each other, e.g. between, next to, behind.
- Discuss uses of places and relate to their location. This develops spatial awareness.
- Create a **tally chart** of the places used by ES1 students.

Processing geographical information

- Work collectively on the IWB or provide a large blank **map** of the local community and have students position and paste their **photographs** to correspond with their location.
- Add a **symbol** to each of the places used by Early Stage 1 students. Cross-reference this to the tally chart.
- Label the features and their use
- Discuss location and organisation to develop spatial awareness.
- Discuss ways of caring for different places in the community.

Communicating geographical information

Communicate and respond:

Organise students to draw and describe an **illustration** of a place with an Asian focus they use frequently in our local community.

This is the _____.

We use this place for _____.

This place is special because _____.

We look after this special place by _____.

Stage 1 Geography learning snapshots

| | |
|---|---|
| Title | 2. Local and global connections |
| Syllabus topic | People Live in Places |
| Outcomes | <p>A student:</p> <ul style="list-style-type: none"> identifies places and develops an understanding of the importance of places to people GEE-1 communicates geographical information and uses geographical tools GEE-2 |
| Selected syllabus content | <p>Local and global connections</p> <p>Students:</p> <ul style="list-style-type: none"> investigate connections that people, including Aboriginal and Torres Strait Islander Peoples, have to <u>local and global places</u>, for example: (ACHGK010, ACHGK011, ACHGK012) description of reasons people are connected to places in Australia and/or countries across the world eg birthplace |
| Teaching learning guiding inquiry questions | <p>(With specific Asian references)</p> <ul style="list-style-type: none"> How are people connected to places? What factors affect people's connections to places? |
| Key terminology | special, important, look after, stories, location, photo, map |
| <p>Learning snapshot</p> <p>Local and global connections</p> <p>Students:</p> <ul style="list-style-type: none"> investigate connections that people, including Aboriginal and Torres Strait Islander Peoples, have to <u>local and global places</u>, for example: (ACHGK010, ACHGK011, ACHGK012) <ul style="list-style-type: none"> description of reasons people are connected to places in Australia and/or countries across the world eg birthplace | <p>Geographical inquiry – Personal connections to overseas places</p> <p>Students become a travel tour guide to Asia. Their role is to provide a brief description of a place in another country in Asia that they have connections with.</p> <p>The connection can be a personal connection to a place, e.g. place of birth or holiday destination. For students who do not have overseas personal connections, they could pick a product or food that they like and investigate the country of its source, e.g. joggers made in China.</p> <p>A diversity of locations and countries should be supported through the geographical inquiry.</p> <p>Acquiring geographical information</p> <p>Question:</p> <p><i>Option 1</i></p> <ul style="list-style-type: none"> Where will we go? And how will we get there? <p>Make adjustments as required in the teaching and learning to align with the inquiry questions for the option selected.</p> <p>Acquire data and information:</p> <ul style="list-style-type: none"> Brainstorm places in Asia that students are familiar with personally through family connections or through Asian products and foods. Locate these places on a large world map or map of Asia displayed in |

the classroom.

For their selected location, support students to:

- Collect **photographs** showing the natural and human features of the place.
- Access **information** and **photographs** about the life and people of the place.
- Use **travel websites** to collect information on travel mode and travel time to the place.
- Record **videos** of oral recounts of their connections to the place.
- **Interview** overseas family or friends via Skype, or similar, about the place.

Processing geographical information

Support students to:

- Plot their chosen location on a class **world map** or **map of Asia**.
- Add selected **photographs and information** to the class, linking them to their location.
- Label the natural and human features of each location.
- Create a **table** of transport modes to the chosen location, including the travel time for each mode.
- Develop a set of **symbols** that denote the types of connections people have to overseas places, e.g. birth, family, heritage, favourite food, holiday destination. Add the symbols to the world map.
- Use 'pair and share' to discuss the variety of connections to places around the world.
- As a class, reflect on the information collected and discuss:
 - What do you know about these places?
 - How long does it take to travel to these places?
 - What natural or human features are represented in the places?
 - What places would you like to visit? Why or why not?
 - What is one feature of an overseas place that you think is really interesting? Why?

Communicating geographical information

Communicate:

Students develop a brief **presentation** about their selected location to which they have connections. They include a world map of its location, photographs of the place, the mode of transport and travel time. Students include an explanation of their connection to the place.

Respond:

Students write a statement about the personal significance of the place.

Stage 2 Geography learning snapshots

| | |
|--|--|
| Title | 3. Australia's neighbours |
| Syllabus focus area | Places are similar and different |
| Outcomes | <p>A student:</p> <ul style="list-style-type: none"> examines features and characteristics of places and environments GE2-1 describes the ways people, places and environments interact GE2-2 examines differing perceptions about the management of places and environments GE2-3 acquires and communicates geographical information using geographical tools for inquiry GE2-4 |
| Selected syllabus content | <p>Local and global connections</p> <p>Students:</p> <ul style="list-style-type: none"> examine the diverse characteristics of Australia's neighbouring countries explore the different climates, settlement patterns and demographic characteristics of places explore the climate, natural vegetation and native animals of places in Asia use this information to imagine what it would be like to live in different places consider how people's perceptions of places are the basis for actions to protect places and environments. |
| Teaching learning guiding inquiry questions | <p>(With specific Asian references)</p> <ul style="list-style-type: none"> How and why are places similar and different? What would it be like to live in a neighbouring country? How do people's perceptions about places influence their views about the protection of places? |
| Key terminology | special, important, look after, stories, location, photo, map |

Australia's neighbours

Students:

- investigate Australia's neighbouring countries and their diverse characteristics, for example: (ACHGK016)
 - location of Australia's neighbouring countries

Australia's neighbours

Students:

- investigate Australia's neighbouring countries and their diverse characteristics, for example: (ACHGK016)
 - examination of the natural and human features of neighbouring countries

Inquiry 1 – Australia's neighbours

Students identify and locate Australia's neighbouring countries.

Acquiring geographical information

Questions:

- Who are Australia's neighbours?
- What are the locations of Australia's neighbouring countries?

Acquire data and information:

- Refer to a **virtual or printed map** of the Asia Pacific region, e.g. an atlas, Google maps.
- As a class, name as many neighbouring countries as possible, such as: China, Philippines, Papua New Guinea, India, Japan, Singapore, Bangladesh, Cambodia, Vietnam, Indonesia, New Zealand, Timor Leste, Thailand and New Caledonia.
- Students use an **atlas** to examine the map of the region and locate the list of neighbouring countries.
- Discuss knowledge and experiences of neighbouring countries. Examine news events, travel experiences and personal connections with countries in the Asia Pacific.
- Students reference **travel website** such as the [Department of Foreign Affairs and Trade](#) country fact sheets to gain an overview of countries in the region.

Processing geographical information

- Students label Australia's neighbours on an **outline map** of the Asia-Pacific region. They may colour code each country using the legend.
- Students use cartographic conventions by adding a border, north point, legend and title to their map.

Communicating geographical information

Communicate:

Students use the language of direction, e.g. north, north-west, to make **statements** describing the location of Australia's neighbours in relation to Australia.

Inquiry 2 - Cultural study of a neighbouring country

Students select a neighbouring country to study in detail. They will use the information gathered to complete a travel brochure on the country.

Note: The geographical inquiry process will need to be modelled and guided by the teacher. This may be through a class study of one neighbouring country.

Climate of places

Students:

- investigate the climates of different places, for example: (ACHGK017)
 - examination of climates in different places

Similarities and differences between places

Students:

- investigate the settlement patterns and demographic characteristics of places and the lives of the people who live there, for example: (ACHGK019)
 - examination of the varying settlement patterns and demographics of places
 - comparison of the daily life of people from different places

Acquiring geographical information

Question:

Pose geographical questions to be contextualised to the focus country.

- What are the main physical characteristics of the country (e.g. landforms, bodies of water, rivers) and where are they located?
- What is the climate of the country, its indigenous vegetation and animal life?
- What are the main human features (e.g. cities, cultural sites) of the country and where are they located?
- What are the settlement patterns and demographics of the country?
- How do people interact with the place? What are the languages, religions, cultural and economic activities?
- What is the daily life of the people who live in different places in the country?

Acquire data and information:

Support students to access a wide range of information sources, for example:

- Reference **large-scale maps**, such as relief maps, political maps and satellite images, which show the landform and other physical features of the country.
- Source appropriate climate, population **statistics** and demographic **data** such as food production, occupations and religions.
- Examine daily life and culture, such as schooling, making a living, recreation, and special events. Use **photographs, illustrations, diagrams, picture books** and **multimedia** including apps.
- Identify and locate cultural and heritage sites and research their significance.
- **Interview** friends and family who have lived in or visited the country. Ask questions about their experiences and advice regarding travel within the country.
- **Research** and list well-known indigenous animals and plants of the country.

Processing geographical information

Students use geographical tools to represent, organise and analyse the data and information, for example:

- Use cartographic conventions to construct a **map** of the country. Plot and label the main physical characteristics and major cities.
- Annotate **photographs** to describe the indigenous plants and animals. Organise and compile images and video clips. Add media to specific places on maps.
- Create an **illustrated table** of the major cultural and heritage sites, explaining the significance of each site.
- Construct **climate graphs** that show rainfall (precipitation) as a **column graph** and temperature overlaid as a **line graph**. Interpret the data.
- Use **pictographs, tables, diagrams** and/or **column graphs** to present data on demographics and settlement patterns.
- Use annotated **photographs**, diary style entries or descriptions to present information on culture and daily life.
- Compare daily life of the people in rural and urban areas. Discuss what daily life is like in this country compared to student's own daily life.

- Represent similarities and differences using a **Venn diagram**.
- Use a **consequences chart** to examine how the climate and weather affects the daily life in the country, including getting around, clothing worn, and effect on transport.
 - Generate a **table** of travel destinations within the country and their main attractions.

Ensure students have developed their understanding of the characteristics of the place:

- Does the information relate to the inquiry questions used to shape the investigation?
- Can generalisations be formed?
- Does the information describe the physical characteristics of the place?
- Are the human characteristics of the place described?
- Has the lifestyle of the people been described, including similarities and differences to own?

Communicating geographical information

Communicate:

Support students to develop a detailed and appealing **travel brochure** (print, digital or multi-modal) which should include:

- a description of the place with maps and images
- description of the physical, human and cultural features, with annotated images
- climate and weather data, recommendations of best time of year to visit and advice for travellers
- description of daily life, with images and comparisons to own lifestyle in aspects such as schooling, work, recreation, housing, food, celebrations, events
- explanations which relate to travel tips, social responsibilities and ethical considerations when interacting with the local people and places
- descriptions of places suitable for tourist visits.

Display or present students' travel brochures.

Resources

Travel websites, e.g. [Lonely Planet](#)

Virtual mapping tools, e.g. [MapMaker Interactive](#)

Demographic statistics, e.g. [World Health Organisation](#)

Country profiles and facts, e.g. [The World Factbook](#)

Stage 3 Geography learning snapshots

| | |
|--|--|
| Title | 4. Our wonderful world: diversity, connections and perceptions |
| Syllabus focus area | A diverse and connected world |
| Outcomes | <p>A student:</p> <ul style="list-style-type: none"> describes the diverse features and characteristics of places and environments GE3-1 explains interactions and connections between people, places and environments GE3-2 acquires, processes and communicates geographical information using geographical tools for inquiry GE3-4 |
| Selected syllabus content | <p>Diversity across Asia; global connections and perceptions</p> <p>Students:</p> <ul style="list-style-type: none"> explore the diversity in geographical characteristics of countries of the Asia region connections Australia has with other countries across the world, especially in Asia and how these connections influence our perceptions of people and places |
| Teaching learning guiding inquiry questions | <p>(With specific Asian references)</p> <ul style="list-style-type: none"> How do places, people and cultures differ across the world? What are Australia's global connections? How do people's connections to places affect their perception of them? |
| Key terminology | special, important, look after, stories, location, photo, map |

Diversity across Asia

Students:

investigate the diversity in geographical characteristics within the Asia region, for example: (ACHGK031, ACHGK032)

- identification of countries of the Asia region in relation to Australia

The world's cultural diversity

Students:

investigate the world's cultural diversity, including the culture of indigenous peoples, for example: (ACHGK033)

- examination of various cultures eg customs, beliefs, social organisation

Connections shape perceptions

Students:

investigate how connections influence people's perception and understanding of places, for example: (ACHGK036)

- identification of factors that influence people's perceptions of places eg media, culture, education, travel
- discussion of the effect of generalisations and stereotypes about places

Inquiry 1 – Diversity across Asia

Students identify and locate countries of the Asia region and examine their diversity of geographical characteristics.

Acquiring geographical information

Question:

- What countries are part of the Asia region?
- What are the locations of the countries of the Asia region?

Acquire data and information:

- Refer to a **virtual or printed map** of the Asia region, e.g. an atlas, Google maps.
- As a class, name as many countries as possible, such as: China, Philippines, India, Japan, Singapore, Bangladesh, Cambodia, Vietnam, Indonesia, Thailand,
- Students use an **atlas** to examine the map of the region and locate the list of countries.

Processing geographical information

- Students label countries of the Asia region on an **outline map**. They may colour code each country using the legend.
- Students use cartographic conventions by adding a border, north point, legend and title to their map.
- Students can add annotations to show personal connections to various countries.

Communicating geographical information

Communicate:

Students use the language of direction, e.g. north, north-west, to make **statements** describing the location of Australia's neighbours in relation to Australia.

Inquiry 2 – Comparing Asian countries

Students work in groups to compare three individuals/families in three different Asian countries. One of these three needs to be a member of an indigenous people group. The individuals/families can be either real, a literary character or hypothesised from general information gathered about a place.

Acquiring geographical information

Question:

Clearly articulate the aim or purpose of the geographical investigation, e.g. How do the lives of people living in different places and cultures differ across Asia?

Pose geographical questions to be contextualised to each individual/family, for example:

- Where does this person/family live?
- What are the main physical characteristics of this place (e.g. landforms, vegetation, climate)?
- What are the main human features of this place (e.g. built environment, population, employment, lifestyle)?
- How does this person/family interact with the place where they live?
 - o What are their daily routines?
 - o What do they wear and eat?
 - o Where do they work or go to school? How do they get there?
 - o What are their language(s), customs, beliefs and/or religion?
 - o What cultural and/or economic activities do they engage in?
 - o What social organisation characterises their lives?
- How have the lives of indigenous people been affected by other cultures?

Additional questions to assist students to compare the three individuals/families:

- What are the similarities and differences between the lives of the people examined?
- How can the similarities and differences be explained?
- To what extent do differences in the physical characteristics of where they live explain the differences in their lives?

Acquire data and information:

The first step is to identify the three individuals/families to be studied (e.g. a real person, a literary character or a hypothesised individual based on a photograph). This will provide a starting point for understanding their lives (e.g. personal knowledge, a novel, a picture).

Students will then need to gather information about the place where they live, including both physical and human characteristics.

Support students to access a wide range of information sources such as maps, climate graphs, and visual representations including photographs, film clips and site video cams, as well as suitable internet sites.

- Reference **large-scale maps**, such as relief maps, political maps and satellite images that show the landform and other physical features of the country.
- Source appropriate climate, population **statistics** and demographic **data** such as food production, occupations and religions.
- Examine daily life and culture, such as schooling, making a living, recreation, and special events. Use **photographs, illustrations, diagrams, picture books** and **multimedia** including apps.
- Source **contemporary information** from news events, travel brochures, images, and online travel blogs.

Processing geographical information

Students use geographical tools to represent, organise and analyse the data and information for each person/family, for example:

- Use cartographic conventions to construct a **map** of the place where they live. Choose the most appropriate scale for the particular case study. Plot and label the main physical characteristics and human characteristics. Annotate places on the map that are significant to this person/family.
- Construct **climate graphs** that show rainfall (precipitation) as a **column graph** and temperature overlaid as a **line graph**. Interpret the data.
- Create an illustrated **table** of the major cultural features of life in this place. In each row of the table, use annotated **photographs**, diary style entries or descriptions to present information on culture and daily life. Organise and compile images and video clips. Add media to specific places on maps.
- Use a **consequences chart** to examine how physical characteristics of this place (e.g. temperature) affect aspects of their daily life (e.g. clothing).

Use tools to compare the lives of the three individuals/families:

- Represent similarities and differences using a three-way **Venn diagram**.
- Use a **comparison table** to compare key similarities and differences in the lives of the three individuals/families.

Communicating geographical information

Communicate:

Students work in groups to create a **video** in which the three individuals/families meet to talk about their lives. Scripts can be created collaboratively using Google Docs. Students dress up, act and use props according to their role. One or more students can play the host for the meeting.

Respond:

Students discuss the diversity found across Asia and whether generalisations and stereotypes affect perceptions of this diversity. Students consider the effects of alternate cultures on the lives of indigenous people.

Stage 4 Geography learning snapshots

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|---|---|
| Title | 5. Interconnections with Asia |
| Syllabus focus area | Interconnections |
| Outcomes | <p>A student:</p> <ul style="list-style-type: none"> explains how interactions and connections between people, places and environments result in change GE4-3 acquires and processes geographical information by selecting and using geographical tools for inquiry GE4-7 communicates geographical information using a variety of strategies. GE4-8 |
| Selected syllabus content | <p>Personal connections</p> <p>Students:</p> <ul style="list-style-type: none"> focus on the connections people have to places across a range of scales explain the effects of human activities, such as production, recreation and travel, on places and environments in Australia and across the world. |
| Key inquiry questions | <p>(With specific Asian references)</p> <ul style="list-style-type: none"> How are people and places connected? What role does technology play in connecting people to people in other places? What are the consequences of a globally connected world for people and places? Why are interconnections important for the future of places and environments? |
| Key terminology | special, important, look after, stories, location, photo, map |
| <p>Personal connections</p> <p>Students:</p> <ul style="list-style-type: none"> investigate the influences on and effects of, people's travel and recreational, cultural or leisure connections with different places for the future, for example: (ACHGK065, ACHGK069) <ul style="list-style-type: none"> explanation of patterns and trends in people's | <p>Pre-task: Create and maintain a journal of personal connections with places in Asia. The journal may include:</p> <ul style="list-style-type: none"> maps with places visited marked audit of pencil case contents and/or bedroom contents, collated and graphed, and where the contents were manufactured Asian cultural influences (audit of music, film, fashion, food, sport cultural interests) online connections (social media, gaming). - <p>Present a summary of your results to the class in a digital document, titled 'My Connections with Asia'.</p> <p>Geographical inquiry</p> <p>Teachers' note: This can be done broadly using the continent of Asia as an example, or students may prefer to do a regional (e.g. south-east Asia) study.</p> <p>Personal connections</p> |

| | |
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| <p>travel, recreational, cultural and/or leisure activities</p> <ul style="list-style-type: none"> - examination of the impact of people’s travel, recreational, cultural and/or leisure activities on the future of places - explanation of the impacts of recreational, cultural or leisure activity on a place, implications for the future of that place and strategies to achieve sustainability | <ol style="list-style-type: none"> 1. Investigate the influences on and effects of personal connections to Asia by researching the following and providing the class with a two page summary of your findings: <ul style="list-style-type: none"> - patterns and trends in travel, recreational, cultural and/or leisure activities of Asia - the impact of people’s travel, recreational, cultural and/or leisure activities on the future of places in Asia - 2. Complete a case study of one place in Asia. Show the recreational, cultural and/or leisure activities found there. Describe the impact of personal connections on the place now, and how you predict they will be in future. You are to use the geographical inquiry process and the following key inquiry questions as a starting point: <ul style="list-style-type: none"> • How are people and places connected? • What role does technology play in connecting people to people in other places? • What are the consequences of a globally connected world for people and places? • Why are interconnections important for the future of places and environments? • <p>Report your case study findings in a digital poster. The poster must include an outline of your case study findings, using the geographical inquiry process. Be prepared to explain your poster to your classmates.</p> |
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Stage 5 Geography learning snapshots

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| Title | 6. Urbanisation in Asia |
| Syllabus focus area | Changing Places |
| Outcomes | <p>A student:</p> <ul style="list-style-type: none"> explains processes and influences that form and transform places and environments GE5-2 analyses the effect of interactions and connections between people, places and environments GE5-3 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry GE5-7 communicates geographical information to a range of audiences using a variety of strategies GE5-8. |
| Selected syllabus content | <p>Personal connections</p> <p>Students:</p> <ul style="list-style-type: none"> examine the patterns and trends in population movements and the increasing urbanisation of countries discuss the reasons for internal and international migration patterns and the consequences of population movements, including the increased concentration of populations within countries |
| Key inquiry questions | <p>(With specific Asian references)</p> <ul style="list-style-type: none"> Why has the world become more urbanised? How does migration impact on the concentration of people into urban places? How does urbanisation change environments and places? |
| Key terminology | special, important, look after, stories, location, photo, map |
| <p>Urban settlement patterns</p> <p>Students:</p> <ul style="list-style-type: none"> investigate differences in urban settlement patterns between Australia and another country, for example: (ACHGK055) <ul style="list-style-type: none"> examination of urban settlements to determine patterns of concentration explanation of | <p>1.1 Urbanisation in Asia, a case study of an urban area</p> <p>Teachers' note:</p> <ol style="list-style-type: none"> define essential terms, including urbanisation, urban settlement, population, population movements, migration patterns, liveability of urban places, sustainable of urban places form student groups, of six and allocate one Asian urban area (a large city or regional centre), for each group to investigate and report on as a part of developing an overview of Asia's urban settlement patterns. <p>A weekly newspaper is seeking information about an Asian country's patterns of urbanisation to feature in their current affairs section. It will highlight the distinctiveness of urban areas of the countries of Asia. You have been asked by the newspaper's editor to form groups of six and to undertake a fact-finding</p> |

| | |
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| <p>factors influencing urban concentration e.g. climate and topography, transportation networks, land use or perceptions of liveability</p> <p>– assessment of the consequences of urban concentrations on the characteristics, liveability and sustainability of places</p> | <p>mission about urbanisation in ONE country of Asia.</p> <p>Each group is to design a two-page fact sheet on the urban settlement patterns of this country.</p> <p>Include the following information:</p> <ul style="list-style-type: none"> • the construction of a graph/s showing past, current and predicted trends for urban settlement patterns of Asia, in general, and your focus country in particular • a brief written summary outlining the settlement patterns of the focus country (include information from the above graph and from additional statistics) from the last two decades, presently, as well as forecasting into the future. • an explanation of local and national factors determining why your focus country has been built up (including climate, topography, transportation networks, land use and liveability) and how the natural environment has changed as a result of urbanisation of the focus country • an outline of how changes in urban settlement patterns are reflected in the focus country's society more generally (consider the impacts on the nature of Asian communities and urbanisation). <p>A copy of each group's work will be printed in the weekly newspapers' current affairs section.</p> |
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Asia and Australia's engagement with Asia continuum: History K-10

| Early Stage1 | | |
|---|--|--|
| Organising ideas | Content - Students: | Learning snapshots |
| Asia and its diversity OI.1, OI.2 | <ul style="list-style-type: none"> communicate stories of their own family heritage and the heritage of others identify different family structures found in families in Asia, such as nuclear and extended families | Personal and family histories 7. Happy birthday Commemorations and celebrations |
| Asia-Australia engagement OI.7, OI.8, OI.9, OI.10 | <ul style="list-style-type: none"> discuss the significance for an Asian family of a treasured object or objects (actual or photographed) identify celebrations of families with Asian heritage/background that are observed in Australia | Case study: Loy Krathong Asia Education Foundation - |
| Stage1 | | |
| Organising ideas | Content - Students: | Learning snapshots |
| Asia and its diversity OI.1, OI.2 | <ul style="list-style-type: none"> identify and record similarities and differences between families including Asian families | Present and past in family life Celebrations in Asia and Australia |
| Achievements and contributions of the peoples of Asia: OI.4 | <ul style="list-style-type: none"> identify aspects of the past in the local community, such as a significant person or site with cultural or spiritual significance – that has an Asian focus develop a narrative on an aspect of Asian local history which focuses on the past | Case study: Diwali Asia Education Foundation The past in the present |
| Asia-Australia engagement OI.7, OI.8, OI.9 | <ul style="list-style-type: none"> compare and contrast the daily life of people with Asian heritage today – to that of earlier generations, using sources identify celebrations and cultural differences in Asian celebrations | 8. A special place with a connection to Asia |
| Stage 2 | | |
| Organising ideas | Content - Students: | Learning snapshots |

| | | |
|---|--|---|
| Asia and its diversity OI.1, OI.2 | <ul style="list-style-type: none"> identify Asian celebrations and commemorations and describe their origins and significance in society | First Contacts The journey of at least one world navigator, explorer or trader up to the late eighteenth century, including their contacts with other societies and any impacts (i) Case study: Zheng He 9. Adventures of the treasure fleet: A history/literature unit based on an historical narrative for Year 4 students (ii) Asia Education Foundation |
| Impacts and contributions of the peoples of Asia OI.4 | <ul style="list-style-type: none"> identify various cultural groups that live and work in local communities | |
| Asia-Australia engagement OI.7, OI.8, OI.9 | <ul style="list-style-type: none"> describe the early contact between people of the Asian region and Australia's first peoples outline the voyages of Zheng He and explain the impact of his voyages | |

Stage 3

| Organising ideas | Content - Students: | Learning snapshots |
|---|---|---|
| Asia and its diversity OI.1, OI.2 | <ul style="list-style-type: none"> identify the many different countries in Asia from which people have migrated to Australia and consider likely similarities and differences in their cultures, beliefs and the reasons for migrating | The Australian Colonies The reasons people migrated to Australia from Asia, and the experiences and contributions of a particular migrant group within a colony (i) 10. The Chinese experience in Australia The role that a significant individual played in shaping a colony (ii) Case study: Quong Tart Asia Education Foundation |
| Impacts and contributions of the peoples of Asia OI.4 | <ul style="list-style-type: none"> explain how one migrant from Asia contributed to the shaping of the colony investigate the experiences of a particular Asian migration group and their contribution to Australian society | |
| Asia-Australia engagement OI.7, OI.8, OI.9 | <ul style="list-style-type: none"> examine the Gold Rush, the experiences of Chinese prospectors in the gold fields and subsequent concerns regarding migration that contributed to the call for Federation examine Australian human rights, past and present affecting Asian migrants (positively and negatively) use sources to research stories of Asian migration to Australia including the reasons for migrating and the experiences of one Asian family | |

Stage 4

| Organising ideas | Content – students: | Learning snapshots |
|---|--|---|
| <p>Impacts and contributions of the peoples of Asia</p> <p>OI.4</p> | <ul style="list-style-type: none"> • identify methods of preserving and conserving UNESCO World Heritage sites in Asia and explain why it is important to conserve • investigate the range of sources that can be used in an Asian historical investigation • investigate the roles of key groups in the ancient Asian society in this period, including law and religion • investigate methods and sources used to investigate one Asian historical controversy or mystery that has challenged historians and/or archaeologists • investigate the roles of key groups in the ancient Asian society in this period, including law and religion • examine contacts and conflicts within and/or with other Asian societies resulting in the expansion of trade, rise of empires and the spread of philosophies and beliefs • identify the role of significant individuals in the ancient Asian world (e.g. Confucius) • examine the life in an Asian empire, including social, cultural, economic and political features • identify the reasons for an Asian empire's rise to prominence • examine the cultural achievements of an Asian civilisation • examine significant beliefs, values and practices of the ancient Asian society (e.g. war or death or funerary customs) • examine the theories of decline of an Asian empire. | <p>Investigating the ancient past Case study: Borobudur</p> <p>Asia Education Foundation</p> <p>Depth Study 3: the Asian World</p> <p>11. Ancient India</p> |
| Stage 5 | | |
| Organising ideas | Content – students: | Learning snapshots |
| <p>Asia and its diversity</p> <p>OI.1, OI.2</p> | <ul style="list-style-type: none"> • examine the changes in the way of life, and the short and long term impacts, of Asian people who moved to Australia 1750-1901 • identify the key features of one Asian society 1750-1918 | |
| <p>Impacts and contributions of the peoples of Asia:</p> <p>OI.4</p> | <ul style="list-style-type: none"> • examine change and continuity in ONE Asian society from 1750-1918, including contact with European societies • examine the position of the Asian society in relation to other nations including the influence of ideas such as nationalism • examine the significance of one key event that involved the Asian society and European powers | |

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| <p>Asia-Australia engagement</p> <p>OI.7, OI.8, OI.9</p> | <ul style="list-style-type: none"> • examine the causes of war in Asia, why men enlisted and where Australians fought • evaluate the events and experiences of Australians at war in Asia • outline the impact of Australian government control on the home front of 'enemy aliens' from Asia • identify the waves of post-World war II Asian migration to Australia, including the influence of world events • assess the scope and nature of warfare in Asia • assess the impact of war in Asia on Australia • assess the scope and nature of warfare in Australia • evaluate the significance of war in Asia to Australia • examine the impact of changing government policies on Asian migration to Australia, e.g. abolition of the 'White Australia Policy' • assess the impact of at least one world event or development in Asia and its significance to Australia • assess the contribution of Asian migration to Australia's changing identity as a nation and to its international relationships | <p>Depth Study 3: Australians at war: World Wars I and II</p> <p>The scope and nature of warfare</p> <p>Outline and sequence the changing scope of warfare from trenches in World War I to the Holocaust and the use of atomic bombs to end World War II</p> <p>Case study: Hiroshima</p> <p>Asia Education Foundation</p> <p>12. The end of World War II - Hiroshima</p> |
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Early Stage 1 History learning snapshots

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|---|---|
| Title | 7. Happy birthday |
| Syllabus focus area | Personal and family histories |
| Outcomes | <p>A student:</p> <ul style="list-style-type: none"> communicates stories of their own family heritage and the heritage of others HTe-1 demonstrates developing skills of historical inquiry and communication HTe-2 |
| Selected syllabus content | <p>Students explore:</p> <ul style="list-style-type: none"> their own history and that of their family; including stories and commemorations from a range of cultures |
| Key Inquiry questions | <p>(With specific Asian references)</p> <ul style="list-style-type: none"> What is my history and how do I know? What stories do other people tell about the past? How can stories of the past be told and shared? |
| Key terminology | |
| <p>How they, their family and friends commemorate past events that are important to them (ACHHK003)</p> <p>Students:</p> <ul style="list-style-type: none"> share experiences of family, school and local events that are celebrated or observed identify and record a variety of holidays and special events observed in Australia and other | <ol style="list-style-type: none"> Brainstorm ways birthdays are celebrated. <div data-bbox="654 1232 1260 1814" data-label="Diagram"> <pre> graph TD Birthdays((Birthdays)) --> who((who)) Birthdays --> where((where)) Birthdays --> how((how)) Birthdays --> when((when)) Birthdays --> why((why)) </pre> </div> <ol style="list-style-type: none"> Share information recorded and note similarities and differences. Discuss: <ul style="list-style-type: none"> birthday traditions family birthday customs how students' families celebrate birthdays |

countries, eg birthdays, anniversaries and festivals. Consider the significance of these dates

4. **Complete** a Venn diagram to show similarities and differences between ways different families celebrate birthdays
5. **Record** How I celebrate my birthday.

| |
|---|
| When? (Date: day/month) |
| Who? (People who share your celebration) |
| How? |
| Where? (Places) |
| Why? |

6. **Compare** student responses.
7. Investigation of a birthday celebration of a family from Asia
 - a) **Interview** a student/community member from an Asian background and report on their findings about how they celebrate birthdays.

| |
|---|
| REPORT: Interview of a birthday celebration of a person with an Asian background |
| When |
| Where |
| Purpose |
| Special behaviour |
| People |
| Symbols |
| Music |
| Gifts |
| Food |

- b) **Describe** the differences in birthday celebrations between the students' record and the report.

Stage 1 History learning snapshots

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|---|--|
| Title | 7. A special place with a connection to Asia |
| Syllabus focus area | The past in the present |
| Outcomes | <p>A student:</p> <ul style="list-style-type: none"> identifies and describes significant people, events, places and sites in the local community over time HT1 describes the effects of changing technology on people's lives over time HT1 |
| Selected syllabus content | <p>Students explore:</p> <ul style="list-style-type: none"> the history of their local area, especially special people, buildings and places, and why they should be preserved |
| Key Inquiry questions | <p>(With specific Asian references)</p> <ul style="list-style-type: none"> How can we show that the present is different from or similar to the past? |
| Key terminology | |
| <p>The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial (ACHHK045)</p> <p>Students:</p> <ul style="list-style-type: none"> identify an historical site or sites in the local community. Discuss their significance, why these sites have survived and the importance of preserving them | <p>My place, my home</p> <ul style="list-style-type: none"> Using Google Earth, students' journey from space to visit their local community. Identify places they go to and use; include places with significant natural features e.g. beach, park, bush, creek, and places that are built e.g. playground, church, friends/relatives houses, shopping centre. Using the 'street view' option in Google Earth students journey into street bubbles and talk about features of the local community they observe. Identify features that are built by people (built) and features that are natural. Introduce the term 'environment' as meaning a place or a space. Explain that our environment is made up of built and natural places. <p>Special places in the local community with an Asian influence</p> <p>Students identify a place that is special to people in local community that has an Asian focus.</p> <p>Questions:</p> |

- Is this special place outside or inside?
- What do you do in that place?
- What do you find in that place?
- Why is it special to you or people from Asia?
- What things would you find there?
- When was it built? What do you do there?
- Who looks after it?

Students draw a picture of this special place. They talk about their picture with a partner, group or class and explain what makes it special to them by responding to questions:

- What do you, or other people, hear when you are in your special place?
- What do you, or other people, feel when you touch things in your special place?

Choose two or three of the student's pictures to model a narration of a special place, which includes answers to the questions, especially its history and connection to people from Asia.

Stage 2 History learning snapshots

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|---|---|
| Title | 9. Adventures of the Treasure Fleet - A history / literature unit based on an historical narrative for Year 4 students |
| Syllabus focus area | First contacts |
| Outcomes | <p>A student:</p> <ul style="list-style-type: none"> describes people, events and actions related to world exploration and its effects HT2-3 applies skills of historical inquiry and communication HT2-5 |
| Selected syllabus content | <p>Students examine:</p> <ul style="list-style-type: none"> exploration in Australia and throughout the world up to the 1800 |
| Key Inquiry questions | <p>(With specific Asian references)</p> <ul style="list-style-type: none"> Why did the journeys of Zheng He occur and what have been the impacts of his journey? |
| Key terminology | |
| <p>The journey(s) of at least ONE world navigator, explorer or trader up to the late eighteenth century, including their contacts with other societies and any impacts</p> <p>Students:</p> <ul style="list-style-type: none"> outline the voyages of ONE early explorer, eg Zheng He, Torres, Jansz, Tasman, Captain Cook or La Perouse, and explain the impact of their voyages | <p>Case study: Admiral Zheng He</p> <p>1. Question</p> <p>Why did the journeys of Zheng He occur and what have been the impacts of his journey?</p> <p>Engagement</p> <p>View a map of Zhen He's voyage of discovery</p> <p>Discuss the map guided by the set of Observe–Infer–Compare questions below.</p> <p>Observe</p> <p>What information is included on the map?</p> <p>What locations are shown?</p> <p>What features does the map contain? (eg border, title)</p> <p>How has the map been created?</p> <p>Infer</p> <p>What was the direction of the journey? Why do you think that?</p> |

Why are parts of the map incomplete?

What is the purpose of the map?

What part of Australia is shown on the map?

Compare

Compare the map of Zheng He's journey with a contemporary map of Australia.

Formulate questions

Guide the students in forming a class set of inquiry questions on Zheng He.

- What was the purpose of Zheng He's journey?
- What is the significance and impact of Zheng He's journey?
- How was Zheng He's journey different to that of Vasco da Gama's?

2. Research

Locate a number of secondary sources about Zheng He and Vasco da Gama, to answer the questions for this historical inquiry.

3. Analyse

Complete a table of source analysis

4. Evaluate

Guide the students in evaluating the reliability of the sources.

- Are there inconsistencies or contradictions between the sources?

5. Communicate

Explorer's diary

Class discussion

Students create a diary entry for a day of Zheng He's exploration. It should be written from on board the ship and could include the explorer's experiences, places located on a map and a timeline to show the chronology of his travels. The journal should include reference to the explorer's life prior to his exploration and reasons why the journey occurred.

Using a pair and share or jigsaw strategy, discuss answers to the historical research questions.

Stage 3 History learning snapshots

| | |
|---|---|
| Title | 10. The Chinese experience in Australia |
| Syllabus focus area | The Australian colonies |
| Outcomes | A student: <ul style="list-style-type: none"> describes and explains the significance of people, groups, places and events to the development of Australia HT3-1 applies a variety of skills of historical inquiry and communication HT3-5 |
| Selected syllabus content | Students examine: <ul style="list-style-type: none"> the way of life of people who migrated to Australia and their contributions to Australia's economic and social development. |
| Key Inquiry questions | (With specific Asian references) <ul style="list-style-type: none"> What do we know about the lives of people in Australia's colonial past and how do we know? How did an Australian colony develop over time and why? |
| Key terminology | |
| <p>The reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony (ACHHK096)</p> <p>Students:</p> <ul style="list-style-type: none"> identify the European and Asian countries from which people migrated to Australia during the nineteenth century and reasons for their migration investigate the experiences of a particular migrant group and the contributions they made to society | <p>Teachers' note</p> <p>Find FIVE primary sources that concisely overviews patterns of migration by the Chinese to Australia in the 1800s (teacher may provide this – see Migration Heritage Centre NSW website.</p> <p>Collect primary source materials from the Chinese. This may include: diary extracts, family history records, transcribed oral history accounts, site study materials, photos of objects, photos of migrant groups, local history museums</p> <p>1. Question</p> <p>Who were the people who came to Australia from 1800 to 1890 and why did they come?</p> <p>Engagement</p> <p>Collectively view Coming South by Tom Roberts, 1886</p> <p>Students discuss the painting using questions to guide their observations and inferences:</p> <p>Observe</p> <ul style="list-style-type: none"> What people are shown? What are the ages of the people? What are they doing? What objects are shown? How are they being used? What is the physical setting? What details can you see? Is there something unexpected? |

Infer

- Who are the people in the painting and why are they there?
- What are their stories?
- Why was the painting made?
- Is the painting a true representation? Why or why not?
- What can you learn from examining this painting?

Wonder

- What else would you like to know?

Formulate questions

Guide the students in forming a class set of inquiry questions on Chinese immigrants.

- Who were the people who came to Australia from 1800 to 1890?
- Why did these people come?
- If you were a member of a Chinese group that immigrated to Australia during the 1800s, what would you pack in your suitcase?

2. Research

Who were the colonial immigrants? Why did they come?

With teacher guidance, or independently, students view Sources 1 to 5. Guided by the inquiry questions, students discuss and record the key points from each source into a source analysis table.

2a. Student-led inquiry – In role as a colonial immigrant

Working in small groups, students take on the role of a Chinese immigrant or group of Chinese people who migrated to Australia between 1800 and 1899.

Following the modelled historical inquiry process, students create their character. In their role, students will present the reason they came, their hopes for their new life and what they have brought from home in their suitcase. The presentation may be a recreated scene from the deck of a migrant ship.

Additional primary sources may include diary extracts, family history records, transcribed oral history accounts, site study materials, photos of objects, photos of migrant groups, local history museums.

3. Analyse

Source analysis table

| | Title and date | Maker and purpose | Key information | Perspective and bias | Reliability | Questions raised |
|----------|----------------|-------------------|-----------------|----------------------|-------------|------------------|
| Source 1 | | | | | | |
| Source 2 | | | | | | |

| | | | | | | |
|----------|--|--|--|--|--|--|
| Source 3 | | | | | | |
| Source 4 | | | | | | |
| Source 5 | | | | | | |

Which sources are useful in learning about the lives of migrants?

Do the sources adequately answer our inquiry questions? Are there any gaps in the information?

Detailed source analysis

Immigration statistics 1838 to 1861 (Source 2)

Using the [decade totals per state](#), students generate a column graph of immigration numbers per state per decade from the table in Source 2.

- Which states have the highest immigration? Why?
- Which years have the highest immigration? Why?
- Why are the immigration numbers to Victoria been 1850-1859 so inflated?
- Use the historical concept of cause and effect to write a statement that explains the immigration patterns represented in the graph.

4. Evaluate

Guide the students in evaluating the reliability of the sources:

- Is there any potential bias in the sources?
- Are there inconsistencies or contradictions between the sources?
- Are there any reasons for contestability of the sources?

5. Communicate

What would you pack in your suitcase?

In role as a Chinese colonial immigrant to Australia in the 19th century, students present the reason they came, their hopes for their new life and what they have brought from home in their suitcase. The presentation may be a recreated scene from the deck of migrant ship or the unpacking of a suitcase. The suitcase contents may be real or a presentation of images. Each item in the suitcase may symbolically represent the immigrant's hopes, dreams, regrets, fears, memories, family, heritage, culture, skills, etc.

Stage 4 History learning snapshots

| | |
|--|---|
| Title | 10. Ancient India |
| Syllabus focus area | Depth study 3: the Asian World |
| Outcomes | <p>A student:</p> <ul style="list-style-type: none"> describes major periods of historical time and sequences events, people and societies from the past HT4-2 describes and assesses the motives and actions of past individuals and groups in the context of past societies HT4-3 uses evidence from sources to support historical narratives and explanations HT4-6 uses a range of historical terms and concepts when communicating an understanding of the past HT4-9 selects and uses appropriate oral, written, visual and digital forms to communicate about the past HT4-10 |
| Selected syllabus content | <p>Students examine:</p> <ul style="list-style-type: none"> the evidence for the emergence and establishment of ancient societies, including art, iconography, writing, tools and pottery key features of ancient societies (farming, trade, social classes, religion, rule of law) |
| Key Inquiry questions | <p>(With specific Asian references)</p> <ul style="list-style-type: none"> How do we know about the ancient past? Why and where did the earliest societies develop? What emerged as the defining characteristics of ancient societies? What have been the legacies of ancient societies? |
| Key terminology | |
| <p>The physical features of the ancient society and how they influenced the civilisation that developed there (ACDSEH006, ACDSEH005)</p> <p>Students:</p> <ul style="list-style-type: none"> describe the geographical setting and natural features of the ancient society explain how the geographical setting and natural features influenced the development of the | <h3>Historical significance of Ancient India</h3> <h4>Task 1 Features of Ancient India</h4> <ol style="list-style-type: none"> Visit Internet sites to identify and describe the following in Ancient India: <ul style="list-style-type: none"> geographical settings and natural features built features such as: <ul style="list-style-type: none"> public buildings statues houses artefacts such as <ul style="list-style-type: none"> pottery weapons jewellery coinage books. Describe how the natural features influenced the development of the society. Use graphs and maps to form your argument. Describe the function of at least three built features that you have located, the technology needed to construct/manufacture the item, who used them and what level of society did the user come from. |

ancient society

Roles of key groups in the ancient society in this period (such as kings, emperors, priests, merchants, craftsmen, scholars, peasants, women), including the influence of law and religion (ACDSEH044, ACDSEH041)

Students:

- outline the main features of the social structures and government of the ancient society, including the role of law and religion
- describe the roles of key groups in the society
- describe the everyday life of men, women and children in the society

The role of a significant individual in the ancient Asian world (ACDSEH133, ACDSEH132)

Students:

- using a range of sources, including ICT, investigate the role of a significant individual in the ancient Asian world
- assess the role and importance of the individual chosen

4. Analyse ONE artefact that you have located from your internet study

Task 2 Daily life in Ancient India

Using textbooks, library books or the Internet:

1. Locate and select at least 5 archaeological sources for Ancient India that show daily life.
2. Write a story about the daily life of your family as if you were living either in a large city or in rural area in Ancient India. Make mention of the archaeological sources selected in your story.

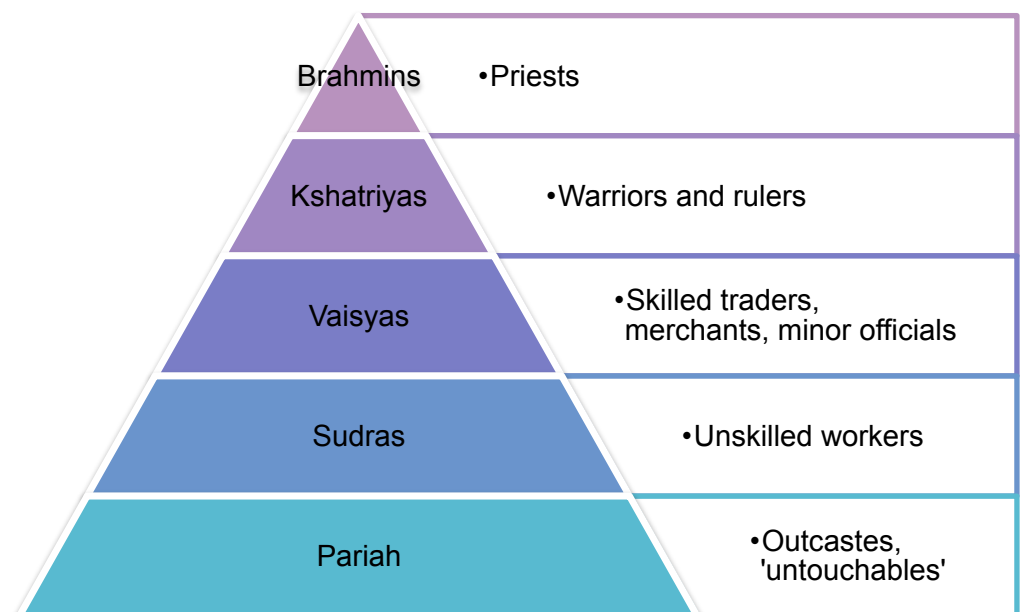
Task 3 Significant sites of Medieval/Early Modern India

1. Using textbooks, library books or the Internet, locate and select two written primary sources and two written secondary sources about a site of significance in Medieval/Early Modern India. Use the Handout *Sources* attached.
2. Describe the functions of the sites for their respective societies.
3. Explain which site has more significance to people in the time it was built and which has more significance to people in the 21st century.

Task 4 Debate/Class discussion

Separate the class into two teams and hold a class debate about *History is about places of significance only*. In the debate, refer to the research about Ancient India.

Governing – the role of caste in Ancient and Medieval/Early Modern India



1. Draw a table titled, *Roles and responsibilities of caste in India*. Divide your table into five rows, one for each caste.
2. Divide into five groups and research one of the five castes of India. Firstly,

research the beliefs and values of the caste system and its historical basis.

3. Then, using library, textbooks and the Internet, research the roles and responsibilities of your chosen caste of people in India.
4. Prepare a presentation to share with the class your findings. Observers of the presentation (the rest of the class) should take notes from your presentation to complete their table as a summary.

Task 4 Written exercise

History is about people not events.

Based on the research for India, write 3 to 4 paragraphs on the above statement.

Task 5 Time travel

A unique opportunity has come your way. The editor of a weekend magazine for a major newspaper has asked you to join a team to travel back in time to the meeting of one significant person from Ancient India. In return, you are to prepare a multimedia presentation on your findings for publication across two A4 pages of the newspaper.

The editor wants you to include answers to the following questions:

- Who was the significant person?
- When did she/he live?
- Where did she/he live?
- What important events happened in the person's life?
- Describe a few days in his or her life and how it was different from the majority of people in Ancient India.

Task 6 Influence

Write 1-2 pages on the influence of a significant person in Ancient India in the modern world.

Stage 5 History learning snapshots

| Title | 12. The end of World War II - Hiroshima | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|---------|-----------------|-----------------------|-------------|-----------------------|-------------|---------|--|--|--|--|--|---------|--|--|--|--|--|--------|--|--|--|--|--|
| Syllabus focus area | Depth study 3: Australians at War: World Wars I and II (1914-1918, 1939-1945) | | | | | | | | | | | | | | | | | | | | | | | | |
| Outcomes | <p>A student:</p> <ul style="list-style-type: none"> explains and analyses the causes and effects of events and developments in the modern world and Australia HT5-1 explains different contexts, perspectives and interpretations of the modern world and Australia HT5-7 applies a range of relevant historical terms and concepts when communicating an understanding of the past HT5-9 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences HT5-10 | | | | | | | | | | | | | | | | | | | | | | | | |
| Selected syllabus content | <p>Students examine:</p> <ul style="list-style-type: none"> the history of the modern world and Australia from 1945 to the present with an emphasis on Australia in its global context the transformation of the modern world during a time of political turmoil, global conflict | | | | | | | | | | | | | | | | | | | | | | | | |
| Key Inquiry questions | <p>(With specific Asian references)</p> <ul style="list-style-type: none"> What was the significance of World Wars I and II? | | | | | | | | | | | | | | | | | | | | | | | | |
| Key terminology | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>An overview of the causes of the wars, why men enlisted and where Australians fought (ACDSEH021, ACDSEH095, ACDSEH024)</p> <p>Students:</p> <ul style="list-style-type: none"> outline the main causes of both wars <p>The scope and nature of warfare (ACDSEH095, ACDSEH107)</p> <p>Students:</p> <ul style="list-style-type: none"> outline and sequence the changing scope | <p>Significance of Hiroshima at the end of, and post-World War II</p> <p>Task 1 Mapping and Research</p> <p>1. Research the main reasons countries went to war and complete the table below by answering the following questions:</p> <ul style="list-style-type: none"> Where are these countries situated on a map of the world? What reasons did these countries have to go to war? Who were the leaders of these countries? Who were their allies? What involvement did they have in the war? <table border="1"> <thead> <tr> <th>Country</th> <th>Reasons for war</th> <th>Leader</th> <th>Allies</th> <th>Reasons for alliances</th> <th>Involvement</th> </tr> </thead> <tbody> <tr> <td>Britain</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Germany</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Russia</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | Country | Reasons for war | Leader | Allies | Reasons for alliances | Involvement | Britain | | | | | | Germany | | | | | | Russia | | | | | |
| Country | Reasons for war | Leader | Allies | Reasons for alliances | Involvement | | | | | | | | | | | | | | | | | | | | |
| Britain | | | | | | | | | | | | | | | | | | | | | | | | | |
| Germany | | | | | | | | | | | | | | | | | | | | | | | | | |
| Russia | | | | | | | | | | | | | | | | | | | | | | | | | |

and nature of warfare from trenches in World War I to the Holocaust and the use of the atomic bombs to end World War II

Significance of the wars to Australia (ACDSEH110)

Students:

- analyse the changing relationship of Australia with other countries after World War II

| | | | | | |
|-----------------|--|--|--|--|--|
| France | | | | | |
| Austria-Hungary | | | | | |
| Serbia | | | | | |
| Italy | | | | | |
| Turkey | | | | | |

Task 2 Research task

Research the sequence of events as to why the nature of warfare changed at the end of World War II. You will need to consider the following:

- the use of atomic bombs to end World War II
- post World War II ideas from 20th century Japanese
- the impact of the atomic bomb on the people of Hiroshima.

Task 3 Presentation

Prepare a multimedia presentation on the changing relationship of Australians to Japanese and Hiroshima post World war II. Your presentation should provide the following information:

- a map of Hiroshima.
- how the war moved to Japan and ended in Hiroshima
- who the Australians were fighting and why
- an outline of the major events that occurred in Hiroshima
- experiences of participants at Hiroshima from a variety of perspectives at the end of the war and beyond
- the outcome of this conflict then and now.

Task 4 Empathy task – letter

Imagine you are one of the civilians living in Hiroshima and the end of World War II. Write a letter to a friend describing your experiences. You should include:

- A description of the event or issue.
- A description of how this event or issue has changed your life. (Consider how life was before this event or issue)
- Descriptions of how you feel about these changes.
- Historical terms appropriate to the time period.