# A conceptual approach to history for small schools K-6

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Outcomes from History K-10 syllabus © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2012.

This is a supplementary document aimed to support small schools implement the [History K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10). Teachers could use this document alongside the [history K-6 teaching and learning units](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/hsie/HSIE-early-stage-13/history/resources#History2) for historical inquiry.

Using a **conceptual approach** and engaging with the six identified historical **concepts,** will allow students across stages to engage with historical content and concepts to provide meaningful learning experiences.

The six historical concepts aligned to the History K-10 Syllabus are:

* Continuity and change
* Cause and effect
* Significance
* Perspectives
* Empathetic understanding
* Contestability (Stage 3 only)

Knowledge and understanding, concepts, skills and tools are interrelated and should be taught in an integrated way to provide meaningful learning experiences for students.

## Continuity and change – Early Stage 1

### Outcomes

**HTe-1** – Communicates stories of their own family heritage and the heritage of others

**HTe-2** – Demonstrates developing skills of historical inquiry and communication

### Syllabus content

**Personal and family histories**

Changes and continuities in their own lifetime and that of their families.

### Teaching and learning content

Who are the people in their family, where they were born and raised, and how they are related to each other?

The different structures of families and groups today, and what they have in common.

### Key inquiry questions

What is my history and how do I know?

What stories do other people tell about the past?

## Continuity and change – Stage 1

### Outcomes

**HT1-1** – communicates an understanding of change and continuity in family life using appropriate historical terms

**HT1-4** – demonstrates skills of historical inquiry and communication

### Syllabus content

**Present and past family life**

Some things change over time and others remain the same, for example, changes and similarities in family life over time; aspects in the local community that have changed or remained the same.

### Teaching and learning content

Differences in family structures and roles today, and how these have changed or remained the same over time.

Differences and similarities between students’ daily lives and life during their parents’ and grandparents’ childhoods.

### Key inquiry questions

How has family life changed or remained the same over time?

How can we show that the present is different from or similar to the past?

## Continuity and change – Stage 2

### Outcomes

**HT2-2** – describes and explains how significant individuals, groups and events contributed to changes in the local community over time

**HT2-3** – describes people, events and actions related to world exploration and its effects

**HT2-4** – describes and explains effects of British colonisation in Australia

**HT2-5** – applies skills of historical inquiry and communication

### Syllabus content

**Community and remembrance**

**First contacts**

Some things change over time and others remain the same, for example, aspects in the local community that have either changed or remained the same; changes to the lives of Aboriginal peoples with the arrival of the First Fleet.

### Teaching and learning content

One important example of change and one important example of continuity over time in the local community, region or state/territory.

The diversity and longevity of Australia’s first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place.

### Key inquiry questions

How has our community changed? What features have been lost and retained?

What was life like for Aboriginal and/or Torres Strait Islander peoples before the arrival of the Europeans?

## Continuity and change – Stage 3

### Outcomes

**HT3-1** – describes and explains the significance of people, groups, places and events to the development of Australia

**HT3-3** – identifies change and continuity and describes the causes and effects of change on Australian society

**HT3-5** – applies a variety of skills of historical inquiry and communication

### Syllabus content

**The Australian colonies**

**Australia as a nation**

Some things change over time and others remain the same, for example, aspects of both continuity and change in Australian society throughout the twentieth century.

### Teaching and learning content

Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800.

The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of daily life of inhabitants (including Aboriginal and Torres Strait Islander Peoples) and how the environment changed.

Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women and children.

### Key inquiry questions

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?

How did Australian society change throughout the twentieth century?

## Continuity and change resources

### Early Stage 1 – Personal and family histories

* Fox M (2018) I'm Australian Too, Omnibus Books, Australia
* Kostecki-Shaw J (2016) Same, Same but Different, Henry Holt and Company, New York
* Kwaymullina E and Morgan S (2011) Sam’s Bush Journey, Hardie Grant Children's Publishing, Australia
* Niland D (2006) When I Was a Baby, Penguin Random House Children's UK, United Kingdom
* Sullivan R (2010) Tom Tom, Working Title Press, Australia

### Stage 1 – Present and past family life

* Baker J (1978) Grandmother, Scholastic, Australia
* Bancroft B (2016) Remembering Lionsville, Allen and Unwin, Sydney
* Edwards I (2013) Papa and the Olden Days, Walker Books, Australia
* Jolly J (2014) Tea and Sugar Christmas, National Library of Australia, Australia
* Russell E (2001) A is for Aunty, ABC Books, Sydney
* Tonkin R (1996) Grandpa's Stories, Roland Harvey Books, Australia

### Stage 2 – Community and remembrance

* Cruse R, Kirby R, Stewart L and Thomas S (2011) Bittangabee Tribe: An Aboriginal story from Coastal New South Wales, Aboriginal Studies Press, Canberra
* Hathorn L (1992) The Tram to Bondi Beach, HarperCollins Publishers, Australia
* Norrington L (2008) You and Me: Our Place, Working Title Press, Australia
* Wheatley N (2008) My Place, Walker Books, Australia

### Stage 2 – First contacts

* Cruse R, Kirby R, Stewart L and Thomas S (2011) Bittangabee Tribe: An Aboriginal story from Coastal New South Wales, Aboriginal Studies Press, Canberra
* Fry C (2011) Nardika Learns to Make a Spear, Magabala Books, Broome
* Hashmi K (1999) You and me Murrawee, Penguin Books Australia, Melbourne
* Kelly S and Wallam A (2004) Corroboree by Angus, University of Western Australia Press, Western Australia
* Kwaymullina A (2017) The Lost Girl, Walker Books, Australia
* Malbunka M (2005) When I Was Little Like You, Allen and Unwin, Sydney
* Murphy J (2016) Welcome to Country, Walker Books, Australia
* Randall B (2011) Nyunti Nintu: What You Should Know, ABC Books, Sydney

### Stage 3 – The Australian colonies

* Boardman A (1997) Eureka Stockade, Scholastic, Australia
* Fenton C (2017) Bob the Railway Dog, Walker Books, Australia
* Greenwood M (2003) The Legend of Lasseter's, UWA Publishing, Western Australia
* Paterson AB (2019) Waltzing Matilda, Scholastic, Australia
* Tonkin R (2000) To the Goldfields, Allen and Unwin, Australia
* Wilkinson C (2013) The Night We Made the Flag: A Eureka Story, Walker Books, Sydney

### Stage 3 – Australia as a nation

* Bell H (2003) Idjhil, UWA Publishing, Western Australia
* Castles J (2017) Say Yes: A Story of Friendship, Fairness and a Vote for Hope, Allen and Unwin, Sydney
* Hill A (1996)The Burnt Stick, Penguin Books Australia, Victoria
* Saffioti T (2011) Stolen Girl, Magabala Books, Western Australia
* Sarzin L (2017) Stories for Simon, Random House Australia, Sydney

## Cause and effect – Early Stage 1

### Outcomes

**HTe-1** – Communicates stories of their own family heritage and the heritage of others

**HTe-2** – Demonstrates developing skills of historical inquiry and communication

### Syllabus content

**Personal and family histories**

Events, decisions or developments in the past that produce later actions, results or effects.

### Teaching and learning content

How the stories of families and the past can be communicated, for example through

photographs, artefacts, books, oral histories, digital media and museums.

### Key inquiry questions

How can stories of the past be told and shared?

## Cause and effect – Stage 1

### Outcomes

**HT1-3** – describes the effects of changing technology on people’s lives over time

**HT1-4** – demonstrates skills of historical inquiry and communication

### Syllabus content

**The past in the present**

Events, decisions or developments in the past that produce later actions, results or effects, for example, how everyday life has changed over time; how changing technologies affected peoples' lives over time.

### Teaching and learning content

The impact of changing technology on people's lives.

### Key inquiry questions

How have changes in technology shaped our daily life?

## Cause and effect – Stage 2

### Outcomes

**HT2-2** – describes and explains how significant individuals, groups and events contributed to changes in the local community over time

**HT2-5** – applies skills of historical inquiry and communication

### Syllabus content

**First contacts**

Events, decisions or developments in the past that produce later actions, results or effects, for example, how conditions and decisions in Britain resulted in the journey of the First Fleet; causes of change in the local area/state.

### Teaching and learning content

The role that people of diverse backgrounds have played in the development and character of the local community.

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.

The nature of contact between Aboriginal people and/or Torres Strait Islanders and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example, families and the environment.

### Key inquiry questions

Why did the great journeys of exploration occur?

What was the nature and consequence of contact between Aboriginal and/or Torres Strait Islander peoples and early traders, explorers and settlers?

## Cause and effect – Stage 3

### Outcomes

**HT3-1** – describes and explains the significance of people, groups, places and events to the development of Australia

**HT3-5** – applies a variety of skills of historical inquiry and communication

### Syllabus content

**The Australian colonies**

**Australia as a nation**

Events, decisions or developments in the past that produce later actions, results or effects, for example, events and other reasons that led to migration to Australia, reasons for the struggle for rights and freedoms for various groups in Australia.

### Teaching and learning content

Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government.

The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example, in areas such as the economy, education, sciences, the arts, sport.

### Key inquiry questions

What contributions have significant individuals and groups made to the development of Australian society?

## Cause and effect resources

### Early Stage 1 – Personal and family histories

* Allen E (2014) Grandma, the Baby and Me, Scholastic, Australia
* Blair B and Caisle R (2020) Hello from Nowhere, Penguin Books, Australia
* Chen C (2019) Guji Guji, Thule Ediciones, Spain
* Pettitt L (2010) Yafi's Family: an Ethopian Boy's Journey of Love, Loss, and Adoption, Amharic Kids, United States

### Stage 1 – The past in the present

* Baker J (1977) Grandfather, Scholastic, United Kingdom
* Bancroft B (2016) Remembering Lionsville, Allen and Unwin, Sydney
* Hathorn L (1992) The Tram to Bondi Beach, HarperCollins Publishers, Australia
* Tonkin R (1998) When I was a Kid, Allen and Unwin, Sydney

### Stage 2 – First contacts

* ABC (Australian Broadcasting Corporation) (28 April 2020) [Endeavour history](https://www.abc.net.au/btn/classroom/endeavour-history/12176470) [video], Behind the News, accessed 4th May 2021, 7:05min
* Boardman A (1997) The First Fleet, Scholastic, Australia
* Giannone R (2016) What’s Your Story?, Berbay Publishing, Victoria
* Heiss A (2013) [First Contact](https://www.sydneybarani.com.au/sites/first-contact/), Barani: Sydney’s Aboriginal History website, accessed 4th May 2021
* NSW Department of Education (2020) [Eight Days in Kamay](https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-across-the-curriculum/endeavour---eight-days-in-kamay), NSW Department of Education website, accessed 4th May 2021
* State Library of NSW (2021) From Terra Australis to Australia, Artists of the First Fleet
* Wilson M (2010) The Little Wooden Horse, Windy Hollow Books, Victoria

### Stage 3 – Australia as a nation

* Cunxin L (2017) The Peasant Prince, Puffin Books, New York
* Do A and Do S (2012) The Little Refugee, Allen and Unwin, Sydney
* Fox M (2018) I'm Australian Too, Omnibus Books, Australia
* Garland S (1997) The Lotus Seed, Voyager Books, United States
* George A (2020) Out, Scholastic, Australia
* Gervey S (2021) Ships in the Field, Ford Street Publishing, Australia
* Glynne A (2015) Ali's story, Hachette Children’s Group, London
* Hathorn L and Stanley E (2002) The Wishing Cupboard, Lothian Children’s Books, Sydney
* Ivanoff G (2017) Meet the Flying Doctors, Random House Australia, Sydney Jolly J (2014) Tea and Sugar Christmas, National Library of Australia, Australia
* Kobald I (2015) My Two Blankets, Houghton Mifflin, China
* Lofthouse L (2012) Ziba Came on a Boat, Penguin Books, Australia
* Marin G (2008) A True Person, New Frontier Publishing, Australia
* Tan S (2015) The Arrival, Lothian Children’s Books, Sydney

## Significance – Early Stage 1

### Outcomes

**HTe-1** – Communicates stories of their own family heritage and the heritage of others

**HTe-2** – Demonstrates developing skills of historical inquiry and communication

### Syllabus content

**Personal and family histories**

Importance of an event, development or individual/group, for example, the personal importance of a treasured object; significant events in students' lives and the importance and meaning of special days and holidays.

### Teaching and learning content

How they, their family and friends commemorate past events that are important to them.

### Key inquiry questions

How can stories of the past be told and shared?

## Significance – Stage 1

### Outcomes

**HT1-2** – identifies and describes significant people, events, places and sites in the local community

**HT1-4** – demonstrates skills of historical inquiry and communication

### Syllabus content

**The past in the present**

**Present and past family life**

Importance of an event, development or individual/group, for example, the importance/significance of a local person or site and a personal or family event that has significance.

### Teaching and learning content

The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past.

The importance today of an historical site of cultural or spiritual significance, for example a community building, a landmark, or a war memorial.

How the present, past and future are signified by terms such as ‘a long time ago’, ‘now and then’, ‘old and new’, ‘tomorrow’ as well as dates and changes that may have personal significance, such as birthdays, celebrations and seasons.

### Key inquiry questions

What remains of the past are important to the local community? Why?

How do we describe the sequence of time?

## Significance – Stage 2

### Outcomes

**HT2-1** – identifies celebrations and commemorations of significance in Australia and the world

**HT2-2** – describes and explains how significant individuals, groups and events contributed to changes in the local community over time

**HT2-5** – applies skills of historical inquiry and communication

### Syllabus content

**Community and remembrance**

Importance of an event, development or individual/group, for example, the significance/importance of national days/holidays; the significance of the contributions of an early settler.

### Teaching and learning content

Days and weeks celebrated or commemorated in Australia (including Australia Day, Anzac Day, Harmony Week, National Reconciliation Week, NAIDOC Week, National Sorry Day) and the importance of symbols and emblems.

Celebrations and commemorations in other places around the world; for example, Bastille Day in France, Independence Day in the USA, including those that are observed in Australia, such as Chinese New Year, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival and Ramadan.

### Key inquiry questions

How and why do people choose to remember significant events of the past?

## Significance – Stage 3

### Outcomes

**HT3-1** – describes and explains the significance of people, groups, places and events to the development of Australia

**HT3-5** – applies a variety of skills of historical inquiry and communication

### Syllabus content

**The Australian colonies**

**Australia as a nation**

The importance of an event, development or individual/group, for example, determining the significance of various peoples' contributions to the development of a colony.

### Teaching and learning content

The impact of a significant development or event on a colony. For example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought.

The role that a significant individual or group played in shaping a colony. For example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander peoples.

Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government.

### Key inquiry questions

What were the significant events and who were the significant people that shaped Australian colonies?

What contribution have significant individuals and groups made to the development of Australian society?

## Significance resources

### Early Stage 1 – Personal and family histories

* Fox M (2001) Night Noises, Harcourt Publishers, Australia
* Harris C (2014) It's a Miracool, Hardie Grant Egmont, Australia
* O'Connor J (2011) Fancy Nancy's Marvellous Mother's Day Brunch, Festival Books, United States
* Saxby C (2016) Christmas at Home, Bonnier Publishing, Australia

### Stage 1 – The past in the present

* Baker J (2008) Millicent, Walker Books, Sydney
* Brown P (2009) The Curious Garden, Little Brown and Company, New York
* Cummings P (2015) Anzac Biscuits, Scholastic, Australia
* Fox M (1992) Wilfred Gordon Macdonald Partridge, Penguin Random House Children’s, London
* Hashmi K (1999) You and me Murrawee, Penguin Books Australia, Melbourne
* Kwaymullina E and Morgan S (2011) Sam’s Bush Journey, Hardie Grant Children's Publishing, Australia
* McMullin N (2013) Kick it to Me, One Day Hill, Australia
* Millard G (2010) The Mbobo Tree, Frances Lincoln Publishers, London
* Smith L (2017) Grandpa Green, Pan MacMillan, London
* Wiesner D (2012) Flotsam, Andersen Press, London

### Stage 1 – Present and past family life

* Bancroft B (2016) Remembering Lionsville, Allen and Unwin, Sydney
* Lester A (2008) Isabella's Bed, Hachette, Australia
* Polacco P (2016) The Keeping Quilt, Simon and Schuster, New York

### Stage 2 – Community and remembrance

* Brown S, Ciaffaglione S and Warner M (2012) Lone Pine, Hardie Grant Egmont, Australia
* Crew G (2003) Memorial, Hachette Books, Australia
* Fatchen M (2006) Australia at the Beach, Scholastic, Australia
* Gower C (2005) Long Long’s New Year, Tuttle Publishing, United States
* Heinrich S (2008) The Most Beautiful Lantern, Hachette, Australia
* Jorgenson N (2006) In Flanders Fields, Fremantle Press, Australia
* Millett P (2015) The Anzac Puppy, Scholastic, New Zealand
* Na'ima R (2015) Ramadan Moon, Francs Lincoln Publishers, London
* Rippen S (2006) Fang Fang's Chinese New Year, Scholastic, Australia
* Seto L (2017) Mooncakes, Orca Book Publishers, Canada
* Sharpe Shelberg R (2016) Reflection: Remembering Those Who Serve in War, Walker Books, Australia
* Small M (2001) The Unknown Australian Soldier, ANZAC Day Commemoration Committee, Australia
* Williams B (2019) Lin Yi’s Lantern, Barefoot Books, United Kingdom

### Stage 3 – The Australian colonies

* Crew G (2005) Young Murphy, Hachette, Australia
* Gillespie M (2011) Sam, Grace and the Shipwreck, Fremantle press, Australia
* McMullin N (2013) Kick it to Me, One Day Hill, Australia
* Wilson M (2012) Inside the World of Tom Roberts, Lothian Children’s Books, Australia

## Perspectives – Early Stage 1

### Outcomes

**HTe-1**– Communicates stories of their own family heritage and the heritage of others

**HTe-2**– Demonstrates developing skills of historical inquiry and communication

### Syllabus content

**Personal and family histories**

People from the past will have different views and experiences, for example, exploration of a point of view and understanding that stories may vary depending on who is the narrator.

### Teaching and learning content

How the stories of families and the past can be communicated, for example through photographs, artefacts, books, oral histories, digital media and museums.

The different structures of families and family groups today, and what they have in common.

### Key inquiry questions

What stories do other people tell about the past?

How can stories of the past be told and shared?

## Perspectives – Stage 1

### Outcomes

**HT1-1** – Communicates an understanding of change and continuity in family life using appropriate historical terms

**HT1-4** – demonstrates skills of historical inquiry and communication

### Syllabus content

**Present and past family life**

People from the past will have different views shaped by their experiences, for example, different points of view about a significant person or site in the local area.

### Teaching and learning content

Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods, including family traditions, leisure time and communications.

### Key inquiry questions

How can we show that the present is different from or similar to the past?

## Perspectives – Stage 2

### Outcomes

**HT2-4** – describes and explains effects of British colonisation in Australia

**HT2-5** – applies skills of historical inquiry and communication

### Syllabus content

**First contacts**

People from the past will have different views and experiences, for example, views on the arrival of the British in Australia from a British and an Aboriginal point of view.

### Teaching and learning content

The nature of contact between Aboriginal people and/or Torres Strait Islanders and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example, families and the environment.

### Key inquiry questions

What was the nature and consequence of contact between Aboriginal and/or Torres Strait Islander peoples and early traders, explorers and settlers?

## Perspectives – Stage 3

### Outcomes

**HT3-2** – describes and explains different experiences of people living in Australia over time

**HT3-5** – applies a variety of skills of historical inquiry and communication

### Syllabus content

**The Australian colonies**

**Australia as a nation**

People from the past will have different views and experiences, for example, differing attitudes of various groups to Federation or to granting rights and freedoms to women and Aboriginal peoples.

### Teaching and learning content

The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of inhabitants (including Aboriginal and Torres Strait Islander peoples) and how the environment changed.

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.

### Key inquiry questions

What do we know about the lives of people in Australia's colonial past? How?

Why and how did Australia become a nation?

How did Australian society change throughout the twentieth century?

## Perspectives resources

### Early Stage 1 – Personal and family histories

* Dunstan K (2012) Same, But a Little Dif'rent, Windy Hollow Books, Australia
* Guo J (2001) Grandpa's Mask, UWA Publishing, Australia
* Sullivan R (2010) Tom Tom, Working Title Press, Australia

### Stage 1 – Present and past family life

* National Museum of Australia [Feeding the family: kitchens, milk and picnics](https://www.nma.gov.au/learn/classroom-resources/feeding-the-family) [video], National Museum of Australia (10:43min)
* ABC (Australian Broadcasting Corporation) (2018) [An old](https://education.abc.net.au/home#!/media/2907892/an-old-camera)camera [video], ABC Education, accessed 5th May 2021 (2:15min)

### Stage 2 – First contacts

* ABC (Australian Broadcasting Corporation) (April 2020) [Indigenous](https://www.abc.net.au/btn/classroom/indigenous-perspectives-of-cook-visit/12176674)perspectives of Cook visit  [video] Behind The News, accessed 5th May 2021 (5:01min)
* NSW Department of Education (2020) [Eight Days in Kamay](https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-across-the-curriculum/endeavour---eight-days-in-kamay), NSW Department of Education website, accessed 5th May 2021

### Stage 3 – The Australian colonies

* Crew G (2005) Young Murphy, Hachette, Australia
* Gillespie M (2011) Sam, Grace and the Shipwreck, Fremantle press, Australia
* Hawke R (2015) Mustara, Wombat Books, Australia
* McMullin N (2013) Kick it to Me, One Day Hill, Australia
* Wilson M (2012) Inside the World of Tom Roberts, Lothian Children’s Books, Australia

## Empathetic understanding – Early Stage 1

### Outcomes

**HTe-1**– Communicates stories of their own family heritage and the heritage of others

**HTe-2**– Demonstrates developing skills of historical inquiry and communication

### Syllabus content

**Personal and family histories**

Developing an understanding of another's views, life and decisions made, for example, development of an understanding of differences and similarities between families.

### Teaching and learning content

The different structures of families and family groups today, and what they have in common.

### Key inquiry questions

What stories do other people tell about the past?

What is my history and how do I know?

## Empathetic understanding – Stage 1

### Outcomes

**HT1-1** – communicates an understanding of change and continuity in family life using appropriate historical terms

**HT1-3**– describes the effects of changing technology on people's lives over time

**HT1-4**– demonstrates skills of historical inquiry and communication

### Syllabus content

**Past and present family life**

**The past in the present**

Developing an understanding of another's views, life and decisions made, for example, how people lived in the past in the local community and decisions they made.

### Teaching and learning content

Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods, including family traditions, leisure time and communications.

The impact of changing technology on people's lives.

### Key inquiry questions

How has family life changed or remained the same over time?

How have changes in technology shaped our daily life?

## Empathetic understanding – Stage 2

### Outcomes

**HT2-4** – describes and explains effects of British colonisation in Australia

**HT2-5** – applies skills of historical inquiry and communication

### Syllabus content

**First contacts**

Developing an understanding of another's views, life and decisions made, for example, developing an understanding of the life and attitudes of an early colonist or convict.

### Teaching and learning content

The diversity and longevity of Australia's first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the implications for their daily lives.

Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival.

### Key inquiry questions

What was life like for Aboriginal and/or Torres Strait Islander peoples before the arrival of the Europeans?

Why did Europeans settle in Australia?

What was the nature and consequence of contact between Aboriginal and/or Torres Strait Islander peoples and early traders, explorers and settlers?

## Empathetic understanding – Stage 3

### Outcomes

**HT3-3** – identifies change and continuity and describes the causes and effects of change on Australian society

**HT3-4** – describes and explains the struggles for rights and freedoms in Australia, including Aboriginal and Torres Strait Islander peoples

**HT3-5** – applies a variety of skills of historical inquiry and communication

### Syllabus content

**Australia as a nation**

An understanding of another's point of view, way of life and decisions made in a different time, for example, differing attitudes and experiences of living in an Australian colony; understanding the experiences of Aboriginal and Torres Strait Islanders, women and migrants throughout the twentieth century.

### Teaching and learning content

Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women and children.

### Key inquiry questions

How did Australian society change throughout the twentieth century?

## Empathetic understanding resources

### Early Stage 1 – Personal and family histories

* Allen E (2014) Grandma, the Baby and Me, Scholastic, Australia
* Allen P (2005) Grandpa and Thomas, Penguin Books, Australia
* Blair B and Caisle R (2020) Hello from Nowhere, Penguin Books, Australia
* Chen C (2019) Guji Guji, Thule Ediciones, Spain
* Tanner J (2011)  Love from Grandma, Penguin Books, Australia

### Stage 1 – Past and present family life

* National Museum of Australia [Feeding the family: kitchens, milk and picnics](https://www.nma.gov.au/learn/classroom-resources/feeding-the-family) [video], National Museum of Australia, accessed 5th May 2021 (10:43min)

### Stage 1 – The past in the present

* Brown P (2009) The Curious Garden, Little Brown and Company, New York
* McMullin N (2013) Kick it to Me, One Day Hill, Australia
* Wiesner D (2012) Flotsam, Andersen Press, London

### Stage 2 – First contacts

* National Museum of Australia [The Message — The Story from the Shore](https://digital-classroom.nma.gov.au/learning-modules/how-did-cooks-endeavour-voyage-change-australia-forever/21-who-were-people-endeavour-story-and-how-did-they-see-each-other) [video], National Museum of Australia, accessed 5th May 2021 (12:54min)
* ABC (Australian Broadcasting Corporation) (2014) ([First Fleet](https://www.abc.net.au/btn/classroom/first-fleet/10529128)) [video], Behind The News, accessed 5th May 2021 (4:35min)
* ABC (Australian Broadcasting Corporation) (April 2020) [Indigenous](https://www.abc.net.au/btn/classroom/indigenous-perspectives-of-cook-visit/12176674)perspectives of Cook visit  [video], Behind The News, accessed 5th May 2021 (5:01min)

### Stage 3 – Australia as a nation

* National museum of Australia [Women’s suffrage](https://www.nma.gov.au/defining-moments/resources/womens-suffrage) [video], National Museum of Australia, accessed 5th May 2021 (5:43min)
* National Museum of Australia [Collaborating for Indigenous rights 1957-1973](https://www.nma.gov.au/explore/features/indigenous-rights)  [webpage], National Museum of Australia, accessed 5th May 2021

## Contestability (Stage 3 only)

### Outcomes

**HT3-1**– describes and explains the significance of people, groups, places and events to the development of Australia

**HT3-5** – applies a variety of skills of historical inquiry and communication

### Syllabus content

**The Australian colonies**

**Australia as a nation**

Historical events or issues may be interpreted differently by historians, for example, British 'invasion' or 'settlement' of Australia.

### Teaching and learning content

The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of inhabitants (including Aboriginal and Torres Strait Islander peoples) and how the environment changed.

The impact of a significant development or event on a colony; for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought.

Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women and children.

### Key inquiry questions

What were the significant events and who were the significant people that shaped Australian colonies?

## Contestability resources (Stage 3)

### Stage 3 – The Australian colonies

* ABC (Australian Broadcasting Corporation) (April 2020) [Indigenous](https://www.abc.net.au/btn/classroom/indigenous-perspectives-of-cook-visit/12176674)perspectives of Cook visit  [video] Behind The News, accessed 5th May 2021 (5:01min)
* National Museum of Australia [Smallpox epidemic](https://www.nma.gov.au/defining-moments/resources/smallpox-epidemic) [webpage], Defining moments, accessed 5th May 2021

### Stage 3 – Australia as a nation

* National Museum of Australia [Fights for civil rights](https://www.nma.gov.au/explore/features/indigenous-rights/civil-rights) [webpage], Collaborating for Indigenous Rights 1957-1973, accessed 5th May 2021