

Learning across the curriculum – cross-curriculum priorities teacher resource K-10.

Contents

About this resource	2
Sustainability	4
Organising ideas	5
Sustainability continuum – geography K-10.....	6
Early Stage 1 geography learning snapshots	7
Places where people live	9
Stage 1 geography learning snapshots	13
Features of place	14
Stage 2 geography learning snapshots	18
The earth's environment	19
Stage 3 geography learning snapshots	20
Factors that shape places.....	22
Stage 4 geography learning snapshots	24
Stage 5 geography learning snapshots	26
Sustainability continuum – history K-10.....	28
Early Stage 1 history learning snapshots	30
Stage 1 history learning snapshots.....	32
Stage 2 history learning snapshot	33
First contacts.....	33
Stage 3 history learning snapshots.....	35
The Australian colonies.....	36
Stage 4 history learning snapshots.....	37
The ancient world.....	37
Stage 5 history learning snapshots.....	39
The ancient world.....	39

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 priority—Sustainability, is somewhat embedded in syllabus content through the process of tagging, teachers have requested guidance to identify:

- A continuum of conceptual development in each of the cross-curriculum priorities
- 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 Australian Association for Environmental Education 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

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[Geography K-10 Syllabus](#)¹

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[History K-10 Syllabus](#)²

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¹ <http://syllabus.nesa.nsw.edu.au/hsie/geography-k10/>

² <http://syllabus.nesa.nsw.edu.au/hsie/history-k10/>

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³ <http://www.australiancurriculum.edu.au/>

⁴ <https://creativecommons.org/licenses/by/4.0/>

⁵ <http://www.australiancurriculum.edu.au/Home/CurriculumHistory>

Sustainability

The following continuum for sustainability links the [Australian Curriculum organising ideas for the cross curriculum priority of the learning across the curriculum content](#)⁶ 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 and vignettes, which aim to provide teachers with specific examples of how to include the priority in history and geography. The learning snapshots are presented in a Word format so that teachers can amend and adapt them for their own teaching situation.

The continuum and accompanying snapshots of learning has been collaboratively developed by the professional teaching association relevant to the priority area, and the Learning and Teaching Directorate of the Department of Education. We encourage teachers to add to the collection of learning snapshots, or to evaluate those that are presented. Please contact teamhsie@det.nsw.edu.au.

In addition to the resources suggested for each stage, teachers will find these resources useful for all stages.

[Atlas of Living Australia](#)⁷ is a database of the distribution of many Australian species. Students can review distribution by sightings and, if registered, can upload their sightings and photos to the national map.

⁶ <https://www.australiancurriculum.edu.au/f-10-curriculum/cross-curriculum-priorities/sustainability/>

⁷ <http://www.ala.org.au/>

Organising ideas

Systems 1

Code	Organising ideas
OI.1	The biosphere is a dynamic system providing conditions that sustain life on Earth.
OI.2	All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.
OI.3	Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.

World views 2

Code	Organising ideas
OI.4	World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice, are essential for achieving sustainability.
OI.5	World views are formed by experiences at personal, local, national and global levels, and are linked to individual and community actions for sustainability.

Futures 3

Code	Organising ideas
OI.6	The sustainability of ecological, social and economic systems is achieved through informed individual and community action that values local and global equity and fairness across generations into the future.
OI.7	Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.
OI.8	Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgements based on projected future economic, social and environmental impacts.
OI.9	Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.

Sustainability continuum – geography K-10

Stage	Organising ideas	Students investigate
Early Stage 1	3, 4, 5, 7, 8	the importance of places they live in and belong to, explanation of why people need to take care of places
Stage 1	1, 2, 3, 4, 5, 6, 7, 8, 9	features of places and how they can be cared for, consideration of how a place can be cared for e.g. a park, farm, beach, bushland
Stage 2	2, 4, 6	how the protection of places is influenced by people's perception of places
	2, 3, 5, 7, 8	sustainable practices that protect environments
Stage 3	2, 3, 7, 4	the ways people change the natural environment in Australia and another country
	5, 6, 7, 8	how people influence places, identification of ways people influence places and contribute to sustainability
Stage 4	3, 6, 8	ways people manage and protect landscapes
	3, 5, 7, 8	factors influencing perceptions of the liveability of places
	1, 2, 3, 7	the nature of water scarcity and ways of overcoming it
	1, 2, 3, 5, 7, 8	the effects of the production and consumption of goods on people, places and environments throughout the world
Stage 5	2, 3, 5, 7, 8	environmental challenges to food production for Australia and other areas of the world
	1, 2, 3, 7	the capacity of the world's biomes to achieve sustainable food security for Australia and the world
	1, 2, 3, 7	the management and planning of Australia's urban future
	2, 3, 7	environmental management, discussion of varying environmental management approaches and perspectives

[Geography K-10 Syllabus](#)

Early Stage 1 geography learning snapshots

Existing resources	Description of the resource	Sustainability – organising ideas
My Place, Your Place ⁸	Students explore why it is important to have a home, and reflect on what is essential for adequate housing. They investigate different styles of housing around the world and develop an awareness of environmental, cultural and economic factors that influence the kinds of homes people have.	<p>O1.4 – World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice are essential for achieving sustainability.</p> <p>O1.6 The sustainability of ecological, social and economic systems is achieved through informed individual and community action that values local and global equity and fairness across generations into the future.</p>
Out and about on farms ⁹	This resource is an integrated inquiry unit, for junior primary students, exploring how Australian farmers produce food and fibre, for food, clothing and shelter. It includes activities that examine the variety of places where foods and fibres are produced in Australia, and what makes these spaces unique. All activities are sequenced using the five stage inquiry model.	<p>O1.2 – All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.</p> <p>O1.4 – World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice are essential for achieving sustainability.</p> <p>O1.7 – Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments</p>
Making a model of a place like mine ¹⁰	This activity involves creating a model by using toys and objects, which represent things in their local areas (place). It is a play-based activity. Introduce this activity by asking students about the place they live in. Discuss how places that are special are also usually cared for. Brainstorm ideas about how people might care for their home, the gardens they grow and the pets they have. Talk about the need to	<p>O1.3 – Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.</p> <p>O1.7 – Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments</p>

⁸ <http://www.globaleducation.edu.au/teaching-activity/my-place%2C-your-place.html>

⁹ <https://web.archive.org/web/20160422175739/http://www.piefa.edu.au/units/outandabout.pdf>

¹⁰ <http://www.geogspace.edu.au/c%20ore-units/f-4/exemplars/year-%20f/f4-exemplars-yf-illus1.html>

Existing resources	Description of the resource	Sustainability – organising ideas
	<p>provide food, water, shelter, and space for pets. Discuss how gardens need water, sunlight and to be free of weeds and pests to grow.</p> <p>Ask students to locate images of homes, or places they live in and belong to, and identify how these places are cared for.</p> <p>Discuss what students have learned about places, what makes them special and ways they can be cared for.</p>	
Mental maps ¹¹	<p>All of us have mental maps of the places familiar to us. Children develop mental-maps of the layout of their houses, and progress to the layout of the places they move within. At the same time, they develop mental maps (not necessarily accurate) of places they have never visited, from indirect experiences such as television and other people, and also of the mythical places in the stories told or read to them.</p>	<p>OI.2 – All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.</p> <p>OI.7 – Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments</p>
My Place ¹²	<p>This illustration of practice includes learning from photographs, fieldwork in the school grounds, making links between maps, photographs and reality, and thinking about values. It combines many different aspects of learning, and uses these at a level appropriate for Year 1 students.</p> <p>The exploration of the school grounds is an activity that raises questions about valuing and caring for particular places.</p>	<p>OI.2 – All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.</p> <p>OI.3 – Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.</p> <p>OI.7 – Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments</p>

¹¹ <http://www.geogspace.edu.au/c%20ore-units/f-4/exemplars/year-%20f4-exemplars-yf-illus2.html>

¹² <http://www.geogspace.edu.au/c%20ore-units/f-4/exemplars/year-1/f4-exemplars-y1-illus1.html>

Places where people live

Organising ideas

3, 7.

Aim

- Students will explore places they live in and belong to, describe ways they can care for these places.
- At the completion of this learning, students will be able to represent features of a familiar place on a map and describe (or take part in) routines to care for that place.

Objectives

Students will:

- Develop an understanding of places in which they and others live; explore the representation of places on a map; investigate the places four families live in and collect information about their features.
- Explore issues about caring for places and why this is important.
- Respond to questions by observing the features of a local place; record geographical information collected by observation; draw conclusions based on discussions of observations; present observations using a range of text types; and reflect on their learning to suggest ways they can look after a familiar place.

Teaching and learning activities

1. Introduction

Whether living on an isolated island, in a rural town, coastal area or in the heart of a city, students explore the features of their own homes and then through investigating other homes, develop an understanding of the different places people live in, the features of these places, and ways to care for them.

Introduce learning intentions:

- Know about different types of houses or shelters people live in
- Understand and compare the features of different houses
- Appreciate it is the environment, culture and people that influence what makes a house a home
- Create a text explaining the features of a place someone lives in, and how they can be looked after and cared for. They should write the text about their own home.

2. Discuss and describe your home

Consider:

- Where is your home?
- Who lives there?
- What does it look like?
- Is it the same as other houses in your street, town or city?

Lead a conversation with the class to consider the terms urban families, rural families, indigenous families, refugee families, migrant families, isolated families, apartments, houses, flats, caravans, farms, stations

Brainstorm a range of known places where you and other people live..

Create a personal profile about your home. Ask a partner to trace around your head then write (or have scribed) your personal details within your head shape including:

- your name
- your address
- your house type
- the people who live in your house

Present your profile to your class introducing your family and where you live.

Invite family members from a variety of backgrounds to visit and talk about their families and the places they live. Encourage them to present photographs of their current home and previous homes in Australia and other countries.

3. Places where people live

Explore the different places people live in around the world using images at:

- [The Global Education website](http://www.globaleducation.edu.au/resources-gallery/resource-gallery-images.html)¹³
- [Houses around the world webpage](http://web.archive.org/web/20160708132411/http://www.hagafoto.jp:80/templates/hagahaga/topics/house/house-e.html)¹⁴

Explore and discuss the images of different homes and consider;

- Are these homes similar or different to mine? How?
- What are the names for the different types of homes? For example: shelter, flat, caravan, boat, unit.
- What materials are these homes made from? Why?
- Where are they located?
- What other interesting things can we see about these homes?
- How might they be cared for?

Create a display using drawings and photographs, highlighting features of places, reasons why they are important to families and ways they are being cared for.

4. Go shopping for places where people live

- Take a walk in the local area and look for houses, apartments, flats, units, boarding schools, caravans, motor homes, or a boat in a marina.
- Talk about the features of the places where people live. For example doors, windows, gardens, fences, paths, roof, verandas, balcony, compost heaps, vegetable gardens, recycling bins, solar panels, bike sheds etc.
- Ask questions about the places and their surroundings.
- Look for compost heaps that recycle green waste, recycling bins, food gardens, timers on sprinklers, solar panels etc. Identify and describe places and ways they help people care for places.
- Back in the classroom, recall the walk and places found and make a chart describing the places where people live and ways they found people were caring for them.

¹³ <http://www.globaleducation.edu.au/resources-gallery/resource-gallery-images.html>

¹⁴ <http://web.archive.org/web/20160708132411/http://www.hagafoto.jp:80/templates/hagahaga/topics/house/house-e.html>

- Draw some of the places people live in that were found or download any photos that were taken. Scribe or write accompanying captions about the places, and ways they were being cared for.
- Display 'Places where people live in the local area and ways they care for them'.

5. Make a collaborative class map

- Introduce the term 'map'. Ask what a map might be.
- Show students different maps, for example Google Maps, a road map, plan of the school, street directory, a world map. Explain how maps are an explanation of places.
- Recall the earlier walk and the places people live in found in the local area and as a class collectively draw a pictorial map to show where some of the features and elements that show how places are being cared for were found.

6. Caring for places at school

- Go outside and investigate the school grounds. As a class, or in groups discuss actions you could take to care for parts of the school grounds.
- E.g. Start a compost heap and recycle green waste; make bird feeders to attract birds; build a worm farm to recycle food scraps; create a native pond to attract animals; plant trees, bushes and understorey to protect biodiversity etc.
- In class meetings, put forward suggestions, vote and make decisions regarding actions you could take. Ask the student representative council (SRC) members to take suggestions to SRC meetings.

7. Rubbish and other litter issues

- Identify places in the school that are overflowing with paper, plastic, cans food scraps. Discuss ways you can care for these places. Set up teams of Litter Busters to collect, sort and dispose wisely of waste during play periods.
- Organise rosters for Litter Busters.
- Make certificates to acknowledge students who 'care'. Award these during assemblies.
- Set up a Junior Primary Recycling Centre. Collect plastics, newspapers, bottles and cans and take them to the local recycling centre each month.

Stage 1 geography learning snapshots

Existing resources	Description of the resource	Sustainability – organising ideas
Places on dairy farms ¹⁵	This is a teacher resource containing a sequence of inquiry for exploring Australian dairy farms as places where people live and where cows are raised. It includes activities that examine the different features of dairy farms, why they are important and ways they are cared for. This resource includes links to images, online videos and other Internet based resources.	<p>OI.2 – All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.</p> <p>OI.7 – Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.</p>
Farms have distinctive features ¹⁶	This resource is an integrated inquiry unit, for junior primary students, exploring how the distinctive qualities of a farm space influence farming practice. This unit uses the five-stage inquiry model to sequence activities. Topics explored include: how do weather patterns and seasons affect farms; Why are farms organised to meet different farming purposes, and what are the differences between natural, managed and constructed environmental features on a farm? This resource also includes teacher notes, some fact sheets on Australian agriculture, links to additional supporting information, and supporting visual material designed and labelled for young learners	<p>OI.2 – All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.</p> <p>OI.7 – Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments</p>

¹⁵ <http://www.dairy.edu.au/discoverdairy/learning-resources/lesson-plans/places-on-dairy-farms>

¹⁶ <https://web.archive.org/web/20170222120754/http://piefa.edu.au/units/farmfeatures.pdf>

Features of place

Organising ideas

2, 7.

Aim

Students will investigate natural and built features of places people live in and belong to. Using personal recollections, digital images and the local area, students explore features of places and identify how they are used.

Objectives

Students will:

- develop an understanding of the features of natural and built places in which they and others live
- explore the representation of places on a map
- investigate how families use places

Teaching and learning activities

1. Engaging with natural and built features of places

- Explain 'natural and built features of places'.
- Develop a 'big idea' about places people live in and make a map that represents features of a familiar place.
- Introduce learning intentions
 - Know about different natural and built features of places
 - Understand and compare the natural and built features of different houses

- Create a map explaining the features of a place.
- Brainstorm a range of known natural places, for example: bush, beach, cliffs, creek, field, forest, hill, island, lake, mangrove, mountain, stream, pond, river, sea, valley, waterfall, desert, rainforest, and volcano.
- Introduce these terms as geographical language. Undertake a similar brainstorm of known built places. E.g. house, garage, church, mosque, temple, shopping centre, cinema, factory, hotel, office, theatre, library, shop.
- Introduce images of places and/or picture maps that have both natural and built features within them. For example: farms, playgrounds, parks, schools, botanical gardens, zoos etc. In pairs, ask students to view a range of images and sort and classify the natural and built features of the places.
- Discuss how Aboriginal Dreaming stories and Torres Strait Islander Tagai stories provide explanations for distinctive features of places and their ongoing spiritual connections with their cultures.
- Read the story of the [Ngunnawal people's shelters and homes](#)¹⁷.
- Using a selected image, ask students a range of geographical questions, such as;
 - What is this place?
 - What is this place like?
 - What are natural features in it?
 - What are built features in it?
 - How is it being used?
 - What is happening at this place at this time?

2. Maps

Talk with the students about the need to be a bit of a detective when finding places on a map, as maps give lots of clues. Using Google Maps invite students to find where they live and where the school is located. Ask students to observe the streets travelled to get to school and to draw a map of the route taken.

Look at street directory maps, globes, large board atlases, or Google Maps, and ask students to:

- identify places they see, e.g. land masses, oceans, islands, streets
- make a statement about what is seen on a map or globe, e.g.: land masses, the equator, the North Pole, oceans and names of countries

¹⁷ http://www.tams.act.gov.au/__data/assets/pdf_file/0004/396904/Aboriginal_Cultural_Heritage_of_the_ACT.pdf

- identify those things not able to be seen on a map or globe, e.g.: people, houses, trees.

Use a map or globe to introduce and identify places like the north and South Pole, the equator.

Introduce terms 'north', 'south', 'east' and 'west' instead of 'up', 'down', 'below' and 'above'.

Collect an assortment of objects and spread them out on a table or on a sheet of paper on the floor. Ask students to:

- stand so that they can look down at them and to draw a map of what they see
- use colours and symbols to represent the different objects.

Revisit the map of the route they take to their house and add symbols to show the natural and built features of places these pass. E.g.: -!-!-! for a railway track.

Share maps and chart symbols. Display these for reference.

Make a class directory or dictionary of the mapping symbols.

3. Exploring places and how they are arranged and used

Talk about what students did on the weekend or afternoon before and where this took place. Erg: I went to soccer practice at the soccer field; I celebrated my Nan's birthday at her house; My family shared dinner in the dining room; I played a game of cricket in the backyard; I helped cook dinner in the kitchen; I did the recycling with Granddad; I planted vegetable seedlings in the garden with Mum.

Record places and how they are used. This can be done pictorially or in writing.

Discuss choices family members make about using and caring for different areas in and around their home. Share responses and record findings on a large outline of a home.

4. Use the information to make maps

Revisit the information about how the class's families use places of their house and care for different features of these places. Students make two maps that represent the house outside and inside and use symbols to signify uses of different areas and ways of caring for them. E.g.: P= Play; W= work; G= gardening; C= cooking; R= Recycling etc.

Display maps, title – ‘Maps to show features of places and ways we care for them’.

5. Using places

Collect, read, view and listen to stories that feature places other people use and care for.

Suggested resource – Baker, Jeannie. *Belonging*, Walker Books UK 2004. An alienating city street gradually becomes a place to call home. *Belonging* explores the re-greening of the city – the role of community, the empowerment of people and the significance of children, family and neighbourhood in changing their urban environment. The streets gradually become places for safe children's play, and community activity - places for nature and wonder.

Discuss actions you could take to care for or improve places in the school grounds or local area.

Go outside and investigate the school grounds. Discuss actions that could be taken to improve or care for part of the school grounds. In class meetings put forward suggestions, vote and make decisions regarding actions that could be taken, e.g. start a compost heap, mulch garden areas, make bird feeders to attract birds to the school.

Adopt a location to care for. Set up teams, organise rosters and make up certificates to acknowledge students who care for a particular location. Award these at assemblies.

Stage 2 geography learning snapshots

Existing resources	Description of the resource	Sustainability – organising ideas
People and the environment ¹⁸	Students investigate how people use and affect the environment. They develop key understandings about our dependence on the environment, including the use of natural resources for energy, and why it is important to protect and preserve the variety of life on Earth.	<p>OI.2 – All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.</p> <p>OI.4 – World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice are essential for achieving sustainability.</p> <p>OI.6 – The sustainability of ecological, social and economic systems is achieved through informed individual and community action that values local and global equity and fairness across generations into the future</p>
Exploring Sustainable Practices in Food and Fibre Production ¹⁹	This resource contains a series of inquiry teaching sequences related to sustainable management practices in food and fibre production. It contains material to assist planning, implementing and assessing a study of the sustainability of Australian primary industries. This resource includes links to a large range of images, online videos and other Internet based resources, as well as facts detailing some important Australian agricultural industries. It also includes some resource sheets including a research planning sheet.	<p>OI.2 – All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.</p> <p>OI.3 – Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.</p> <p>OI.5 – World views are formed by experiences at personal, local, national and global levels, and are linked to individual and community actions for sustainability.</p> <p>OI.7 – Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.</p> <p>OI.8 – Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgments based on projected future economic, social and environmental impacts.</p>

¹⁸ <http://www.globaleducation.edu.au/teaching-activity/people-and-the-environment-lp.html>

¹⁹ <https://web.archive.org/web/20170222103234/http://www.piefa.edu.au/units/sustainablefoodfibre.pdf>

The earth's environment

Organising ideas

3, 7.

Essential questions

What is the best way to get people thinking creatively about finding solutions to the environmental issues places face?

Scenario

Earth is a place we all share and many believe some places are in danger from things like pollution, loss of species, poor land management and weeds. There are ways to bring awareness to these and other issues that everybody can relate to.

Bring your ideas alive with rich images and a unique story about your perception of what is endangering the Earth's environment. Show your audience what we can do to make things better for ourselves, and the planet!

Teaching and learning resources

[GreenWay](https://www.greenway.org.au/arts-community/schools)²⁰ provides Stage 2 teachers with a workbook of 15 cross-curriculum activities, targeting key learning areas such as literacy and numeracy, whilst helping students to develop a greater awareness of local environmental and sustainability issues. It offers a choice of five GreenWay Local history and environment walks, which provides students with an authentic, local learning experience in an outdoor classroom setting.

²⁰ <https://www.greenway.org.au/arts-community/schools>

Stage 3 geography learning snapshots

Existing resources	Description of the resource	Sustainability – organising ideas
Sustainable energy sources ²¹	Students investigate the energy sources that people use to meet their daily needs, with a particular focus on ways of generating electricity. They develop key understandings about the environmental impact of different energy sources (non- renewable or renewable) and opportunities for decisions and actions that can make a difference for a sustainable future.	<p>OI.6 – The sustainability of ecological, social and economic systems is achieved through informed individual and community action that values local and global equity and fairness across generations into the future.</p> <p>OI.8 – Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgments based on projected future economic, social and environmental impacts.</p>
It's a changing world ²²	This resource contains a sequence of inquiry for investigating the production of dairy cows in Australia's past and present. It includes six inquiry sequences about factors in dairy farming that shape and change landscapes and environments from the perspective of the past, present and future. It includes Aboriginal and Torres Strait Islander Peoples' ways of living with country, and the methods of farming adopted by early settlers. This resource includes links to online images, art work, videos and other Internet based resources.	<p>OI.2 – All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.</p> <p>OI.3 – Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.</p> <p>OI.7 – Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.</p>
Waste matters ²³	Students investigate waste creation and management based on their own experiences and case studies. They develop key understandings about pressures on the environment, ecosystems and people's health caused by waste, and explore ways of improving waste management to help build a sustainable future.	<p>OI.7 – Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.</p> <p>OI.8 – Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgments based on projected future economic, social and environmental impacts.</p>

²¹ <http://www.globaleducation.edu.au/teaching-activity/sustainable-energy-sources-up.html>

²² <http://www.dairy.edu.au/discoverdairy/learning-resources/lesson-plans/its-a-changing-world>

²³ <http://www.globaleducation.edu.au/teaching-activity/waste-matters-mp.html>

Existing resources	Description of the resource	Sustainability – organising ideas
		<p>O1.5 – World views are formed by experiences at personal, local, national and global levels, and are linked to individual and community actions for sustainability.</p> <p>O1.7 – Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.</p> <p>O1.8 – Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgments based on projected future economic, social and environmental impacts.</p>
<p>Planning Your Local Place – Fieldwork and Beyond²⁴</p>	<p>This activity develops students' knowledge and understanding of the places and spaces around them by observation and recording during fieldwork. It also encourages students to build on this learning by evaluating the reasons for changes made to the local environment.</p> <p>Students are then asked to put their views into action by developing a plan for a town or city design, which overcomes some of the problems they have noted in their fieldwork observations.</p>	<p>O1.2 – All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.</p> <p>O1.3 – Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.</p>

²⁴ <http://www.geogspace.edu.au/core-units/years-5-6/exemplars/year-5/y5-exemplars-y5-illus2.html>

Factors that shape places

Organising ideas

2, 3, 7.

Essential questions

How can we influence places and contribute to sustainability?

Teaching and learning activities

- Find out about the landscapes used by Aboriginal and Torres Strait Islanders.
- Research how early European settlers brought animals and seed to Australia to provide food and thereby changed the natural Australian landscape from native bush to fenced paddocks crops and with pastures for animals to graze.
- Research today's farmers who also have changed the Australian landscape to produce food for us to eat. Probe into ways some of Australia's farmers manage spaces on their farms, care for their animals and crop, and maintain production systems that are sustainable.
- Envision the future and consider the many possible ways farmers can do to take action and farm sustainably.
- Create and produce a mural of four parts that describes the factors in farming that shape and change landscapes and environments from the perspective of Aboriginal and Torres Strait Islanders, early European settlers, farmers and the food producers of the future.
- Research a local urban planning issue. Research building developments and the contribution to sustainability, consider the views of different stakeholders, and actions in response

Extra resources

- [Schools for the Wild](https://taronga.org.au/education/workshops/stage-3-geography-unit-taronga-10-schools-for-the-wild)²⁵ is a 10 week, integrated learning unit, focussing on threatened species and supporting student advocacy.

²⁵ <https://taronga.org.au/education/workshops/stage-3-geography-unit-taronga-10-schools-for-the-wild>

- [Earth Alive](#)²⁶ is a 10-week action based biodiversity unit for Stage 3 students, focusing on authentic scientific investigation resulting in local action. The program investigates biodiversity in the school grounds and culminates in a Schools Tree Day planting action project.

²⁶ <http://forestlearning.edu.au/find-a-resource/article/1/earth-alive-an-action-based-investigation-of-local-biodiversity.html>

Stage 4 geography learning snapshots

Existing resources	Description of the resource	Sustainability – organising ideas
Places are for living in ²⁷	<p>This is a teacher resource containing a sequence of inquiry about settlements around the world and how they evolve as a consequence of locational factors such as travel distance, transport routes, water sources, fertile land, specialised functions and the social nature of people.</p> <p>The focus of this resource is an examination of the factors that have led to both the growth and decline of places where people live around the world. The concept of liveability is considered, and its influence on the way in which people feel about a place is examined.</p>	<p>OI.3 – Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.</p> <p>OI.6 – The sustainability of ecological, social and economic systems is achieved through informed individual and community action that values local and global equity and fairness across generations into the future.</p> <p>OI.8 – Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgments based on projected future economic, social and environmental impacts.</p>
Murray Darling Basin Plan: Alternative Perspectives ²⁸	<p>This is a teacher resource containing a sequence of inquiry for students to explore how the environment is the product of a variety of processes, that supports and enriches human and other life, provides both opportunities and constraints on human settlement and activities, and that people perceive environmental resources in different ways.</p>	<p>OI.2 – All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.</p> <p>OI.3 – Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.</p> <p>OI.7 – Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.</p>
Assessing the Liveability of Places ²⁹	<p>This is a teacher resource containing a sequence of inquiry about perceptions of liveability and how they are largely determined by the condition of the 'public'</p>	<p>O1.5 – World views are formed by experiences at personal, local, national and global levels, and are linked to individual and community actions for sustainability.</p>

²⁷ <http://www.geogspace.edu.au/core-units/years-7-8/exemplars/year-7/7-exemplars-y7-illus3.html>

²⁸ <http://www.geogspace.edu.au/core-units/years-7-8/exemplars/year-7/y7-exemplars-y7-illus2.html>

²⁹ <http://www.geogspace.edu.au/core-units/years-7-8/exemplars/year-7/y7-exemplars-y7-illus5.html>

Existing resources	Description of the resource	Sustainability – organising ideas
	<p>space – those places where people interact with each other and the broader community.</p> <p>In this inquiry students assess the relative liveability of places they are familiar with; work collaboratively with other students and collect, record and analyse data to determine the quality of a neighbourhood's constructed environment.</p>	<p>OI.7 – Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.</p> <p>OI.8 – Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgments based on projected future economic, social and environmental impacts.</p>
<p>Landscapes and Landforms of Wilsons Promontory³⁰</p>	<p>In this activity students are given the opportunity to study the landscape and landform features of Wilsons Promontory.</p> <p>Students observe, identify and categorise landscapes and landforms using photographs and other sources; identify and explain the physical processes shaping the landscapes and landforms of Wilsons Promontory, and identify and explain the causes of landscape degradation on Wilsons Promontory.</p>	<p>OI.2 – All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.</p> <p>OI.3 – Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.</p> <p>OI.7 – Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.</p>
<p>Water in the Murray Darling Basin³¹</p>	<p>The focus of this resource is: How can museum objects help us understand water use and management in the Murray-Darling Basin?</p> <p>It includes sections on before human occupation, occupation and use by Aboriginal and Torres Strait Islanders, European settlers, and farmers.</p> <p>The task for students is to select 10 objects in the exhibition to create a PowerPoint Presentation about water use and management of the Murray-Darling Basin over time.</p>	<p>OI.2 – All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.</p> <p>OI.3 – Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.</p> <p>OI.7 – Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.</p>

³⁰ <http://www.geogspace.edu.au/core-units/years-7-8/exemplars/year-8/y8-exemplars-y8-illus1.html>

³¹ http://www.nma.gov.au/education/resources/units_of_work/water

Stage 5 geography learning snapshots

Existing resources	Description of the resource	Sustainability – organising ideas
Biomes that produce our food, industrial materials and fibres ³²	<p>This comprehensive unit of work is of significant value for the Biomes and Food Security focus area of the Stage 5 geography syllabus. The resource's five sequences refer to the characteristics of biomes; their human alteration to produce food, industrial materials and fibres and the resultant environmental effects; the challenges to food production; and the world's capacity to achieve food security. In the inquiry and skills strand, the sequences provide valuable opportunities for students to collect, organise, synthesise and present relevant geographical data, information and findings.</p>	<p>OI.2 – All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.</p> <p>OI.3 – Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.</p> <p>OI.5 – World views are formed by experiences at personal, local, national and global levels, and are linked to individual and community actions for sustainability.</p> <p>OI.7 – Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.</p> <p>OI.8 – Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgments based on projected future economic, social and environmental impacts.</p>
Biomes and Ecosystems ³³	<p>This is a teacher resource containing a sequence of inquiry for students to biomes and ways they have been altered throughout history.</p>	<p>OI.2 – All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.</p> <p>OI.3 – Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.</p> <p>OI.7 – Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.</p>
Managing Coastlines ³⁴	<p>Students explore the unique coastal environments around the world and the ways they have been used and managed by people over time. They use variety of sources (including maps and digital images) in a range</p>	<p>OI.2 – All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.</p> <p>OI.3 – Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.</p>

³² <http://www.geogspace.edu.au/core-units/years-7-8/exemplars/year-7/7-exemplars-y7-illus3.html>

³³ <http://www.geogspace.edu.au/core-units/years-9-10/exemplars/year-9/y9-exemplars-y9-illus1.html>

³⁴ <http://www.geogspace.edu.au/core-units/years-9-10/exemplars/year-10/y10-exemplars-y10-illus1.html>

Existing resources	Description of the resource	Sustainability – organising ideas
	of locations, and analyse and evaluate human impacts and the sustainability of environments.	<p>OI.7 – Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.</p> <p>OI.8 – Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgments based on projected future economic, social and environmental impacts.</p>
Environmental Change ³⁵	Students undertake a virtual fieldwork tour of Lake Monger, Western Australia, and use this example to investigate an environment of their choice using a human-environment systems model.	<p>OI.2 – All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.</p> <p>OI.3 – Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.</p> <p>OI.7 – Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.</p>
Water in the Murray Darling Basin ³⁶	<p>The focus of this resource is: How can museum objects help us understand water use and management in the Murray-Darling Basin?</p> <p>It includes sections on before human occupation, occupation and use by Aboriginal and Torres Strait Islanders, European settlers, and farmers.</p> <p>The task for students is to select 10 objects in the exhibition to create a PowerPoint Presentation about water use and management of the Murray-Darling Basin over time.</p>	<p>OI.2 – All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.</p> <p>OI.3 – Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.</p> <p>OI.7 – Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.</p>

³⁵ <http://www.geogspace.edu.au/core-units/years-9-10/exemplars/year-10/y10-exemplars-y10-illus2.html>

³⁶ http://www.nma.gov.au/education/resources/units_of_work/water

Sustainability continuum – history K-10

Stage	Organising idea	Students investigate
Early Stage 1	3	HTe-1 – communicates stories of their own family heritage and the heritage of others and places their family live in emphasis is on their own place and experience). Can contain stories from family members within different cultures and how each looks after “place”.
Stage 1	3	HT1-1 – communicates an understanding of change and continuity in family life using appropriate historical terms. HT1-2 – identifies and describes significant people, events places and sites in the local community over time. HT1-3 – describes the effects of changing technology on people’s lives over time.
Stage 2	2, 3	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.
Stage 3	1, 2	HT3-1 – describes and explains the significance of people, groups, places and events to the development of Australia. HT3-2 – describes and explains different experiences of people living in Australia over time.
	3	HT3-3 – identifies change and continuity and describes the causes and effects of change on Australian society
Stage 4	3	The ancient world to the modern world (Egypt, Greece, Rome, India, China, the Vikings, medieval Europe, the Ottoman Empire, Renaissance Italy, Angkor/Khmer Empire Japan under the Shoguns, the Polynesian expansion across the Pacific, Mongol Expansion, the Black Death in Asia, Europe and Africa, the Spanish Conquest of the Americas, Aboriginal and Indigenous Peoples, colonisation and contact history) HT4-1 – describes the nature of history and archaeology and explains their contribution to an understanding of the past. HT4-2 – describes major periods of historical time and sequences events, people and societies from the past. HT4-3 – describes and assesses the motives and actions of past individuals and groups in the context of past societies. HT4-4 – describes and explains the causes and effects of events and developments of past societies over time. HT4-9 – uses a range of historical terms and concepts when communicating an understanding of the past.

Stage	Organising idea	Students investigate
Stage 5	3	<p>The making of the modern world and Australia</p> <ul style="list-style-type: none"> • the nature and significance of the Industrial Revolution and how it affected living and working conditions, including within Australia • the nature and extent of the movement of peoples in the period (slaves, convicts and settlers) • the extent of European imperial expansion and different responses, including in the Asian region • the emergence and nature of significant economic, social and political ideas in the period, including nationalism <p>HT5-1 – explains and assesses the historical forces and factors that shaped the modern world and Australia.</p> <p>HT5-2 – sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia.</p> <p>HT5-4 – explains and analyses the causes and effects of events and developments in the modern world and Australia.</p> <p>HT5-9 – applies a range of relevant historical terms and concepts when communicating an understanding of the past.</p>

[History K-10 Syllabus](#)

Early Stage 1 history learning snapshots

Existing resource	Description of the resource	Sustainability organising
Feeding the Family: Picnics ³⁷	<p>This sequence of activities is providing students with the skills to see how picnics have changed over time, what has changed and why these changes have occurred, using their own picnic experiences and those of their parents and grandparents as a frame of reference. Students investigate whether picnics have always been the same, and whether there have been any changes over time.</p>	<p>OI.7 – Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.</p> <p>OI.8 – Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgments based on projected future economic, social and environmental impacts.</p>
Feeding the Family: Kitchens ³⁸	<p>This sequence of activities provides students with a range of skills that will help them 'unlock' their family stories and histories in kitchens and objects, and to understand how these stories and histories relate to their own lives. Students investigate how water, electricity and gas were supplied in the past and interview their parents and grandparents about their own experiences of kitchens, including recycling and waste disposal.</p>	<p>OI.3 – Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.</p> <p>OI.7 – Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.</p>
Feeding the Family: Milk ³⁹	<p>This sequence of activities provides students with an understanding of how the supply and consumption of milk has changed over time, and how their own experiences of milk are different in some ways and yet the same in others in comparison to the milk experiences of their parents and grandparents.</p>	<p>OI.3 – Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.</p> <p>OI.7 – Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.</p> <p>OI.8 – Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological</p>

³⁷ <http://www.geogspace.edu.au/core-units/years-7-8/exemplars/year-7/7-exemplars-y7-illus3.html>

³⁸ https://web.archive.org/web/20160910230040/http://www.nma.gov.au/engage-learn/schools/classroom-resources/activities/feeding_the_family/kitchens

³⁹ https://web.archive.org/web/20160911034256/http://www.nma.gov.au/engage-learn/schools/classroom-resources/activities/feeding_the_family/milk

Existing resource	Description of the resource	Sustainability organising
		developments, and balanced judgments based on projected future economic, social and environmental impacts.

Stage 1 history learning snapshots

Existing resources	Description of the resource	Sustainability organising ideas
<p>A Significant Local Site: AC History Units – A significant local site⁴⁰ A significant local site – activity 1⁴¹ A significant local site – activity site⁴² AC History Units – Year 2 learning sequence summary⁴³</p>	<p>This is a sequence of activities designed to provide students with an historical inquiry looking at how their school has changed over time. Students will also be able to develop their skills of observation and deductive thinking by exploring their immediate environment. Whilst the examples used focus on a particular school, the overall approach and most of the activities are readily adaptable for other schools or local sites.</p>	<p>OI.7 – Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.</p> <p>OI.8 – Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgments based on projected future economic, social and environmental impacts.</p>

⁴⁰ <http://www.achistoryunits.edu.au/year-2/unit-program/y2-overview-v3.html>

⁴¹ <http://www.achistoryunits.edu.au/year-2/learning-sequence-1-5/tabs/y2-framework-ls1.html>

⁴² <http://www.achistoryunits.edu.au/year-2/learning-sequence--6-9/tabs/y2-framework-ls6-1.html>

⁴³ http://www.achistoryunits.edu.au/verve/_resources/htaa_year2_localsite_learningsequencesummary.pdf

Stage 2 history learning snapshot

Existing resources	Description of the resource	Sustainability organising ideas
First fleet AC History Units – First Fleet ⁴⁴ First Fleet – Activity 1 ⁴⁵ First Fleet – Activity 8 ⁴⁶	This unit is designed to help teachers’ resource the Stage 2 syllabus, with specific focus on the First Fleet. It examines the stories of both convicts and free settlers and the nature of contact between Indigenous and European communities.	OI.3 – Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems

First contacts

Organising ideas

3, 8.

Teaching and learning activities

- Use historical and fictional sources to find out about early explorers and settlers in Australia – both nationally and locally.
- Compare the lives of Aboriginal people pre- contact and post- contact e.g. daily survival, medical knowledge.
- Dramatise ‘First Contacts’ through role play, looking at different points of view.
- Explore how people made discoveries in the past compared to now e.g. communication, transport.
- Create a diary of one explorer/navigator/trader up to the early 19th century– offer structured choices of a range of individuals.

⁴⁴ <http://www.achistoryunits.edu.au/year-4/unit-program/y4-overview-v3.html>

⁴⁵ <http://www.achistoryunits.edu.au/year-4/learning-sequence-1-4/tabs/y4-first-fleet-ls-1.html>

⁴⁶ <http://www.achistoryunits.edu.au/year-4/learning-sequence-5-8/tabs/y4-first-fleet-l8-1.html>

- Identify legacy issues from 'First Contacts'. E.g. Reconciliation, Sorry Day, changing signs to use both Aboriginal and European names.

Stage 3 history learning snapshots

Existing resources	Description of the resource	Sustainability organising ideas
Federation ⁴⁷	This unit investigates the key figures and events that led to Australia's Federation. Students produce a range of presentation formats, narratives and descriptions of life at the time of Federation, based on evidence from their examination of historical sources	OI.3 – Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems
Discovering past methods of food and fibre production ⁴⁸	This teacher guide is valuable for teaching about early colonial life and the impact of environmental conditions, and how early settlements affected the environment through practices like land clearing and cultivation. It is also valuable for investigating the economic, social and political impact of the expansion of farming, including the role of pastoralists in shaping the colony. A presentation task using ICT supports a content description in the historical skills strand.	OI.3 – Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems OI.7 – Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.

⁴⁷ <http://www.achistoryunits.edu.au/year-6/unit-program/y6-overview-v2.html>

⁴⁸ <https://web.archive.org/web/20170222141435/http://www.piefa.edu.au/units/pastmethodsfoodfibreproduction.pdf>

The Australian colonies

Organising ideas

3, 4, 7

Essential question

What ways can we use our understandings of the past to create a better more sustainable way of life in the future?

Scenario

The past is full of footprints of people who settled and colonised Australia in the 19th century. Using research or technology, and fact finding, you can bring the past alive. Look into the lives and discoveries of people who settled and colonised Australia in the 19th century. Find out about their ways of living. Were they more sustainable than today? What resources did activities undertaken in their daily lives use? Compare the impact on the environment between the past resources use by people who settled and colonised Australia in the 19th century and our current resource use. Share the environmental footprints of people who settled and colonised Australia in the 19th century and you and your family today!

Stage 4 history learning snapshots

Existing resources	Description of the resource	Sustainability organising ideas
The ancient past: Narrabeen Man ⁴⁹	The learning sequence models an inquiry based approach where students are supported in conducting their own investigation about Narrabeen Man.	OI.3 – Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems
Angkor ⁵⁰	This unit investigates the values and beliefs underlying the society of Angkor. Students produce a Wikipedia style report on ancient Angkor, based on evidence from their examination of historical sources.	OI.3 – Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems OI.4 – World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice are essential for achieving sustainability.

The ancient world

Organising ideas

3, 4, 5, 7, 8.

Essential question

How can learning about ancient cultures help us build a mindset of true global citizenship awareness?

⁴⁹ <http://www.achistoryunits.edu.au/year-7/unit-program/y2-overview-v2-1.html>

⁵⁰ http://www.achistoryunits.edu.au/verve/_resources/htaa_year8_Angkor_year8_program.pdf

Scenario

Societies of the past can have a tremendous influence on their future generations. Practices, beliefs and outlooks carry forward as cultures evolve. How similar can old and new versions of the same culture be, and what kind of global awareness can evolve from this?

Discover the evolution of an ancient culture and compare the ancient and modern versions of the cultures. Immerse yourself in the land, its people, their beliefs, values and sustainable practices.

Create an informative report that honours the diversity in our world and highlights the variety of actions undertaken to manage their resources efficiently.

Stage 5 history learning snapshots

Existing resources	Description of the resource	Sustainability organising ideas
The Industrial Revolution, 1750-1914 ⁵¹	This unit examines the Industrial Revolution in the period 1750–1914, a time of dramatic technological and social change. It examines in particular the effects of industrialisation on work, society, politics and the environment.	<p>OI.3 – Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems</p> <p>OI.8 – Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgments based on projected future economic, social and environmental impacts.</p>
Popular Culture, 1945- the present ⁵²	This learning sequence focuses on the role of rock 'n' roll music as a popular culture in post-war Australia. Music has been chosen as the exemplar to indicate the range of approaches and activities that can be utilised in a study of popular culture.	<p>OI.3 – Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems</p> <p>OI.4 – World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice are essential for achieving sustainability.</p>

The ancient world

Organising ideas

3, 4, 5, 7, 8.

Essential question

⁵¹ <http://www.achistoryunits.edu.au/unit-program/y8-industrial-revolution-overview.html>

⁵² <http://www.achistoryunits.edu.au/unit-program/y10-overview-v3-1.html>

What are the most significant contributions from the Industrial Revolution and what were their impacts on society, politics and the environment?

Scenario

Throughout the Industrial revolution many people became famous for their accomplishments. In the first Industrial Revolution, in Britain, machines were introduced, there was widespread use of mineral resources and access to faster transport. In the second Industrial Revolution, in Europe, the United States and Japan there were great strides in the production of steel, railroads, electricity and chemicals.

Choose an historical figure from the time of the Industrial Revolution, research their accomplishments and make a presentation to a panel of judges about who you have chosen and what their impacts or effects on society, politics and the environment were. The more creative, informative and imaginative you can be the better!