

## Year 6

### Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children. (ACHHK114)

- the lack of citizenship rights for Aboriginal Peoples and Torres Strait Islander Peoples in Australia, illustrated by their early classification as flora and fauna, controls on movement and residence, the forcible removal of children from their families leading to the Stolen Generations, and poor pay and working conditions
- describing the significance of the 1962 right to vote federally and the 1967 referendum

investigating the stories of individuals or groups who advocated or fought for rights in twentieth century Australia

- investigating the experiences of democracy and citizenship of children who were placed in orphanages, homes and other institutions (for example the nature of their food and shelter, education and contacts with family)

*Including Cross-curriculum priority: Aboriginal and Torres Strait Islander histories and cultures*

## Room 3

### Four Women's Stories

A comparison of the lives of four different women from different backgrounds and eras. Interpretation is through first-person quotes from historic diaries [settler] or direct interview [Noongar]. Although featured characters are female, the interpretation gives a general overall perspective of lifestyles of the periods.



- 'Lorna's Story  
Noongar c1920-1970
- Stolen Generations
- Citizenship and divisiveness caused
- Struggle for education



- 'The Reserve'  
Noongar c1960 - 1973
- The York Aboriginal Reserve
- Housing, food, living conditions
- Social injustice
- [See also Room 3 Worksheets](#)

### Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war. (ACHHK115)

*Including cross-curriculum priority: Asia and Australia's engagement with Asia*

- comparing push and pull factors that have contributed to people migrating to Australia (for example economic migrants and political refugees)

exploring individual narratives using primary sources (for example letters, documents and historical objects); interviewing and recording an oral history; dramatising the journey and circumstances of arrival based on the sources

- describing cultural practices related to family life, beliefs and customs of newly arrived migrant groups and comparing these with those of the communities in which they settled within Australia

### The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport. (ACHHK116)

- investigating the role of specific cultural groups in Australia's economic and social development (for example the cattle industry, the Snowy Mountains Scheme, the pearling industry)

## Room 2

**From China and Albania** – how Chinese and Albanian migrant communities developed market gardening in York

- Chinese market gardening display, make-do, homemade implements
- Film on TV – York Chinese market gardeners return to China
- [See also Room 2 Worksheets](#)

<b>Identify and locate a range of relevant sources (ACHHS120)</b>
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| <ul style="list-style-type: none"><li>• using internet search engines, <b>museums</b>, library catalogues and indexes to find material relevant to an inquiry</li></ul> |
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<b>Locate information related to inquiry questions in a range of sources. (ACHHS121)</b>
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| <ul style="list-style-type: none"><li>• finding relevant historical information in <b>primary</b> and secondary <b>sources</b> (for example related to the rights and status of women as well as Aboriginal and Torres Strait Islander peoples and the experiences of migrants)</li></ul> |
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Rooms 2 and 3 provide interpretation drawn from **primary sources** to describe the lives of Chinese, Albanian and Aboriginal people and women during the twentieth century.

This material, along with supplementary information [photographs, documents which can be selected from our resource area] will enable students to undertake the following:

<b>Compare information from a range of sources. (ACHHS122)</b>
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| <ul style="list-style-type: none"><li>• examining a range of sources of evidence to identify similarities and/or differences and describing what they reveal about the past</li></ul> |
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<b>Identify points of view in the past and present (ACHHS123)</b>
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| <ul style="list-style-type: none"><li>• analysing the language used in sources to identify values and attitudes</li><li>• analysing sources to identify persuasive techniques such as modality (for example 'would', 'could', 'may', 'might')</li></ul> |
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<b>Develop texts, particularly narratives and descriptions, which incorporate source materials (ACHHS124)</b>
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developing narratives based on information identified from a range of sources (using some of the language devices of narratives, evocative vocabulary, and literary sentence structures but using real characters and events to tell their story) combining literary and informational language
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| <ul style="list-style-type: none"><li>• composing historical texts (for example information reports, expository texts, persuasive texts, recounts, biographies)</li></ul> |
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<b>Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS125)</b>
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| <ul style="list-style-type: none"><li>• developing charts, graphs, tables, digital presentations, written and oral presentations to explain the past using ICTs.</li><li>• creating a digital story, using text, images and audio/visual material, to record migrant experiences</li></ul> |
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