

The BitL tool – history years F–10



F–2	3–4	5–6	7–8	9–10
<p>What are the stories? How can we understand this? How does this fit in time? Stories you and other people tell about daily life in the past. Personal, family and community stories. Distinguishing between the past, present and future. The sequence of events within and between stories.</p>	<p>What are the stories? What language do we need to understand this? How does this fit in time? Stories about the identity, diversity and change of the local community and broader Australian society over time. What language do we need to talk about and understand this? Historical terms that describe identity, diversity and change over time. Sequence of historical people and events.</p>	<p>What are the stories? What language and ideas do we need to understand this? How does this fit in time? Stories about how Australia has developed socially, economically and politically over time. Stories about what has influenced Australia’s social, economic and political development over time. Historical terms that describe social, economic and political development over time. Sequence of historical people and events.</p>	<p>What are the stories? What language and ideas do we need to understand this? How does this fit in time? Stories about how global societies have developed and changed from ancient to modern times. Stories that show the values and beliefs that have influenced societies from ancient to modern times. Stories about how societies and individuals from ancient to modern times have influenced the world today. Historical terms that describe the developments, characteristics and legacies of global societies over time. Sequence of historical events, developments and periods.</p>	<p>What are the stories? What language and ideas do we need to understand this? How does this fit in time? Stories about the global influences that have shaped the world as it is today socially, culturally, economically and politically. Stories about how Australia’s social, cultural, economic and political development has been shaped by global influences. Stories about Australia’s place in the Asia-Pacific region and its global standing over time.</p>
<p>Pedagogical questions:</p> <ul style="list-style-type: none"> • What do you remember? • What do other people remember? • Why do they remember? • What is still here from the past? • How can we talk about and understand this? • What words do people use when they talk about the past? • When did this happen? • What happened first, next etc.? • What is the order? 	<p>Pedagogical questions:</p> <ul style="list-style-type: none"> • What are the stories about this? • What do we already know about this? • What do people remember or say about the past? • Do people remember or say different things about the past? • Do we need to find another story about this? • Which stories do we need to pay the most attention to? • What is still here from the past? • What do people celebrate or commemorate? • What language do we need to understand this? • How do people talk about the past? • Are there words we haven’t heard before? • What do these words mean? • When did this happen? • How long ago is that? • What is the order? • What happened first, next etc.? 	<p>Pedagogical questions:</p> <ul style="list-style-type: none"> • What are the stories about this? • What is recorded about the past? • Where is it recorded? • What do we already know about this? • What do people remember or say about the past? • Do people remember or say different things about the past? • Do we need to find another story about this? • Which stories need to be told? • What is still here from the past? • Is there a story about this from another geographical place? • How do people communicate about this period of time? • What are the main ideas they talk about? • What are the new terms and vocabulary we need to understand? • What are some of the key historical events from this time? • What are some of the key developments from this time? • What period of time does this belong to? • When did this happen? • How long ago is that? • Was else was happening around that time? • How can you sequence this? 	<p>Pedagogical questions:</p> <ul style="list-style-type: none"> • What are the stories about this? • What information and sources are available about this? • What is recorded or interpreted about the past? • Where is it recorded or interpreted? • What do we already know about this? • What has been collected, conserved or interpreted from the past? • How this is described, recorded or interpreted in other geographical places? • How do people communicate about this period of time? • What are the main ideas they talk about? • What is the vocabulary we need to understand, define and use? • What are some of the key developments and events from this time? • What period of time does this belong to? • When did this happen? • How long ago is that? • What are the relationships and patterns between events and developments in different times and places? 	
<p>Example: Year 1 <i>Differences and similarities between students’ daily lives and life during their parents’ and grandparents’ childhoods, including family traditions, leisure time and communications.</i> What games and activities do you like to play and do? What do your parents and grandparents remember about the games and activities they played when they were children? What objects, photos and documents do they still have from their childhoods? How long ago were your parents and grandparents playing these games? What order did the events of their childhoods happen in?</p>	<p>Example: Year 4 <i>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.</i> Where can we find stories about how Kurna people lived before European settlement? (in books, websites, museums, art galleries, community groups and orally) What is still here from this time? Where can we find stories about what is/was important to Kurna people at different times (including now)? What do people say about what life was like for Kurna people before European settlement? Do people say different things about what life was like for Kurna people before European settlement? Why? What are the stories that show how Kurna people are connected to Country and Place? What are the important things to pay attention to in these stories about what life was like for Kurna people before European settlement?</p>	<p>Example: Year 6 <i>Stories of groups of people who migrated to Australia and the reasons they migrated, such as World War II and Australian migration programs since the war.</i> Where can you find the stories about Greek people who migrated to Australia after World War II? What is recorded about Greek migration to Australia? What do Greek people say about migration now? What do other people say? What records are there about Greek migration? Are there any stories about this in Greece? What are some of the historical terms used in these records and stories? How can you sequence these events?</p>	<p>Example: Year 7 – Depth Study: China <i>The significant beliefs, values and practices of Chinese society, with a particular emphasis on ONE of the following areas: everyday life, warfare or death and funerary customs.</i> What has been recorded about everyday life in ancient China? Where have artefacts from ancient China been collected and interpreted? What do you already know about ancient China? What was happening in other parts of the world at this time? What are the main features of stories about daily life in ancient China? How does this period of time compare chronologically to others you have studied? What new words and phrases do you hear in stories about ancient China and what do they mean?</p>	<p>Example: Year 10 – Depth Study: World War II <i>The impact of World War II, with a particular emphasis on the Australian home front, including the changing roles of women and the use of wartime government controls (conscriptio, manpower controls, rationing and censorship).</i> What information is available at the Australian War Memorial about the impact of World War II on the Australian home front? What records have been kept? Who is still alive to talk about this? What do you already know about how World War II impacted on the Australian home front? What do terms like home front, conscription, manpower controls, rationing and censorship mean and how are they used to talk about this time? What was the sequence of events?</p>

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<p>What questions do we have?</p> <p>Pose questions to speculate about the lives of others in the past.</p>	<p>What questions do we have?</p> <p>Questions about heritage and diversity in the local and wider community and changes over time.</p>	<p>What questions do we have?</p> <p>Questions about cause and effect.</p> <p>Questions about continuity and change.</p> <p>Questions about significance.</p> <p>Identify questions to inform a historical inquiry about Australia's development over time?</p>	<p>What questions do we have?</p> <p>Questions about cause and effect.</p> <p>Questions about continuity and change.</p> <p>Questions about significance.</p> <p>Identify a range of questions about the past to inform a historical inquiry about developments and changes in societies globally.</p>	<p>What questions do we have?</p> <p>Questions about cause and effect.</p> <p>Questions about continuity and change.</p> <p>Questions about significance.</p> <p>Identify and select different kinds of questions about the past to inform historical inquiry about global influences that have shaped the world as it is today socially, culturally, economically and politically. Evaluate and enhance inquiry questions.</p>																								
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<p>Example: Year 1</p> <p><i>Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods, including family traditions, leisure time and communications.</i></p> <p>What do you wonder about what life was like for your parents and grandparents when they were children?</p> <p>What surprises you about the games and activities your grandparents played when they were children?</p> <p>What confuses you about what life was like for your parents and grandparents when they were children?</p> <p>What else do you want to know about what life was like for your parents and grandparents when they were children?</p>	<p>Example: Year 4</p> <p><i>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.</i></p> <p>What does this make you wonder about what life was like for Kaurna people before European settlement?</p> <p>Why do people say different things about what life was like for Kaurna people before European settlement?</p> <p>What do you want to know about what life is like for Kaurna people now?</p> <p>What is missing in these stories about what life was like for Kaurna people before European settlement?</p> <table border="0"> <tr> <td>Cause and Effect</td> <td>Continuity and Change</td> <td>Significance</td> </tr> <tr> <td> <ul style="list-style-type: none"> • How and why do Dreamtime stories influence the way Kaurna people live, and have lived over time? • How did the arrival of Europeans impact on the ways Kaurna people use/d the land? </td> <td> <ul style="list-style-type: none"> • Kaurna people are connected to Country and Place. 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<p>What can we use to find out?</p> <p>Objects, photographs, books, oral histories, digital media, museums, community buildings and landmarks that reveal the lives and experiences of people.</p>	<p>What can we use to find out?</p> <p>Artefacts, photographs, books, oral histories, digital media, museums, buildings, historic sites, war memorials, maps and landmarks that provide relevant information about identity, diversity and change in the local and broader Australian community.</p>	<p>What can we use to find out?</p> <p>Primary and secondary sources including: artefacts, photographs, books, oral histories, digital media, museums, archives, buildings, historic sites, maps and landmarks that provide relevant information about Australia’s development over time.</p>	<p>What can we use to find out?</p> <p>Primary and secondary sources that provide evidence to support a historical inquiry about how global societies have developed and changed from ancient to modern times including: artefacts, photographs, books, oral histories, digital media, museums, archives, records and maps.</p>	<p>What can we use to find out?</p> <p>Primary and secondary sources that provide evidence to support a historical inquiry about the global influences that have shaped the world as it is today socially, culturally, economically and politically including: artefacts, photographs, books, oral histories, digital media, museums, online collections, archives, records and maps.</p>
<p>Pedagogical questions:</p> <ul style="list-style-type: none"> • Who can you ask? • Where can you look? • How can you use this? • What has helped you find out before? 	<p>Pedagogical questions:</p> <ul style="list-style-type: none"> • Who can you ask? • Who might know something about this? • Who might know something else about this? • Who might know another side to this story? • Where can you look? • Where else can you look? • What has helped you find out before? 	<p>Pedagogical questions:</p> <ul style="list-style-type: none"> • Who can you ask? • Who might know something about this? • Who might know something else about this? • Who might know another side to this story? • Where can you look? • Where else can you look? • What has helped you find out before? • What are the primary sources? • What are the secondary sources? • What is available online? 	<p>Pedagogical questions:</p> <ul style="list-style-type: none"> • What evidence do you need to inform your inquiry? • What information is available about this? • What is recorded about the past? • Where is it recorded? • What has been collected, conserved or interpreted about this? • Where are the collections and interpretations about this? • What is available online? • What evidence is there? • What are the primary sources? • What are the secondary sources? 	<p>Pedagogical questions:</p> <ul style="list-style-type: none"> • What evidence do you need to inform your inquiry? • What information is available about this? • What is recorded about the past? • Where is it recorded? • What has been collected, conserved or interpreted about this? • Where are the collections and interpretations about this? • What is available online? • What evidence is there? • What are the primary sources? • What are the secondary sources?
<p>Example: Year 1</p> <p><i>Differences and similarities between students’ daily lives and life during their parents’ and grandparents’ childhoods, including family traditions, leisure time and communications.</i></p> <p>Who can you ask to find out what life was like for your parents and grandparents when they were children?</p> <p>What can you look at to find out about the games and activities your parents and grandparents played as children?</p> <p>How can you use these photographs, stories and objects to find out about what life was like for your parents and grandparents when they were children?</p>	<p>Example: Year 4</p> <p><i>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.</i></p> <p>Who can you ask about how Kaurna people lived before the arrival of Europeans?</p> <p>Who might know a different side to this story?</p> <p>Which parts of this museum exhibition could help answer your questions?</p>	<p>Example: Year 6</p> <p><i>Stories of groups of people who migrated to Australia and the reasons they migrated, such as World War II and Australian migration programs since the war.</i></p> <p>Do you know any Greek migrants you can interview?</p> <p>Do you know any descendants of Greek migrants who have kept photographs that might help your inquiry?</p> <p>What records does the Migration Museum keep about Greek migration?</p> <p>How can you find out about the migration policies from this time?</p>	<p>Example: Year 7 – Depth Study: China</p> <p><i>The significant beliefs, values and practices of Chinese society, with a particular emphasis on ONE of the following areas: everyday life, warfare or death and funerary customs.</i></p> <p>What would be useful to help answer your inquiry question about daily life in ancient China?</p> <p>Which museums have collections about ancient China and are they available online?</p> <p>Are there paintings and other artworks that could be used as primary sources?</p> <p>What has been recorded about life in ancient China?</p>	<p>Example: Year 10 – Depth Study: World War II</p> <p><i>The impact of World War II, with a particular emphasis on the Australian home front, including the changing roles of women and the use of wartime government controls (conscriptio, manpower controls, rationing and censorship).</i></p> <p>What primary and secondary sources at the Australian War Memorial would inform this and are they available online?</p> <p>Would a memorial box be useful?</p> <p>Who is still alive to talk to about this?</p> <p>Are there local organisations such as the RSL that could help you?</p> <p>Has anyone kept photographs, newspaper clippings or letters from this time?</p>

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<p>How can we use this to find out?</p> <p>Using spoken, written and visual sources including artefacts to compare the daily lives of people in the past to our own lives.</p>	<p>How can we use this to find out?</p> <p>Locating relevant information in spoken, written, visual sources including artefacts.</p>	<p>How can we use this to find out?</p> <p>Locating and comparing information related to inquiry questions in a range of oral, written and visual sources including artefacts.</p>	<p>How can we use this to find out?</p> <p>Analysing oral, written and visual primary and secondary sources to identify their origins and purposes.</p> <p>Locating, comparing, selecting and using information from a range of sources as evidence and drawing conclusions about their usefulness.</p>	<p>How can we use this to find out?</p> <p>Analysing oral, written and visual primary and secondary sources to identify their origins, purposes and contexts.</p> <p>Processing and synthesising information from a range of sources for use as evidence in a historical argument.</p> <p>Evaluating the reliability and usefulness of primary and secondary sources.</p>
<p>Pedagogical questions:</p> <ul style="list-style-type: none"> • What is this about? • Have you seen or heard this before? • Who said this? • Can what they say be trusted? • Who made this? Why did they make it? • Could it be a fake? • What is happening here? • What are the features of this? • What can you compare it to? • Why has it changed? • Why is it different? • What other questions do you have? • What do you predict? • What comprehension skills will you need? 	<p>Pedagogical questions:</p> <ul style="list-style-type: none"> • Is this useful? • Who wrote this? • Who said this? • Who created an image of this? • Can what they say be trusted? • What is a fact? • What is an opinion? • Is there more than one answer? • Have you seen or heard this before? • Who made this? Why did they make it? • Could it be a fake? • What is happening here? • What are the features of this? • What can you compare it to? • Is there another way to use this? • What comprehension skills will you need? 	<p>Pedagogical questions:</p> <ul style="list-style-type: none"> • Is this useful? • Who wrote or said this? • Who created an image of this? • Can what they say be trusted? • What is a fact? • What is an opinion? • Whose opinion or point of view is this? • What other opinions, points of view or perspectives could there be? • How can you find these? • Is there more than one answer? • Have you seen or heard this before? • Who made this? Why did they make it? • Could it be a fake? • Is this a primary or secondary source? • What can you compare it to? • Is there another way to use this? • What comprehension skills will you need? 	<p>Pedagogical questions:</p> <ul style="list-style-type: none"> • How can you analyse this? • Who wrote or created this? • For what purpose was it written or created? How reliable or accurate is this? • What does the language used tell you about the attitudes and opinions of the author? • What is a fact? • What is an opinion? • Whose opinion or point of view is this? • What other opinions, points of view or perspectives could there be? • Is it one sided? • If it is one sided can this be used as evidence of values, attitudes and power structures that prevailed in the past? • Whose perspective is being presented? • What other perspectives are there? • How can you use this as evidence to inform your inquiry? • What is contestable? • What comprehension skills will you need? 	<p>Pedagogical questions:</p> <ul style="list-style-type: none"> • How can you analyse this? • Who wrote or created this? • For what purpose was it written or created? • How reliable or accurate is this? • What does the language used tell you about the attitudes and opinions of the author? • Whose opinion or point of view is this? • What other opinions, points of view or perspectives could there be? • Is it one sided? • If it is one sided can it be used as evidence of values, attitudes and power structures that prevailed in the past? • Whose perspective is being presented? • What other perspectives are there? • How can you use this as evidence to inform your inquiry and support your historical argument? • What is contestable? • How can you synthesise this? • How can you comprehend this source or text?
<p>Example: Year 1</p> <p><i>Differences and similarities between students’ daily lives and life during their parents’ and grandparents’ childhoods, including family traditions, leisure time and communications.</i></p> <p>What is happening in this photograph? What are the people doing?</p> <p>Is there another photograph of people doing this activity?</p> <p>What is the same and different about the way people in the photographs are doing the activity?</p> <p>How would this photograph be different if it was taken today?</p> <p>What do you think this object is?</p> <p>What is it used for?</p> <p>What observations can you make about the object?</p> <p>Are there similar objects you can compare it to?</p>	<p>Example: Year 4</p> <p><i>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.</i></p> <p>Is this painting a useful source for finding out something about how Kaurna people lived in the past?</p> <p>Is there another way to use this map to find out something about how Kaurna people lived before the arrival of Europeans?</p> <p>Who told you that story and can you trust what they say?</p>	<p>Example: Year 6</p> <p><i>Stories of groups of people who migrated to Australia and the reasons they migrated, such as World War II and Australian migration programs since the war.</i></p> <p>What do these newspaper clippings tell you about the stories of Greek migrants?</p> <p>Whose perspective is represented in this article?</p> <p>Are there any other perspectives?</p> <p>Do you have another photograph to compare this to?</p>	<p>Example: Year 7 – Depth Study: China</p> <p><i>The significant beliefs, values and practices of Chinese society, with a particular emphasis on ONE of the following areas: everyday life, warfare or death and funerary customs.</i></p> <p>What can this painting tell you about life in ancient China?</p> <p>Why was this article written about ancient China and whose perspective is the author conveying?</p> <p>What clues are there that this website will have reliable and accurate information?</p> <p>What do these quotes from Confucius mean to you and how would people apply this to their daily life?</p> <p>What contradictions have you found and how can you explain them?</p>	<p>Example: Year 10 – Depth Study: World War II</p> <p><i>The impact of World War II, with a particular emphasis on the Australian home front, including the changing roles of women and the use of wartime government controls (conscription, manpower controls, rationing and censorship).</i></p> <p>Why have these war records been kept?</p> <p>How was the Cowra breakout reported and what other perspectives could there be?</p> <p>How does this information fit with other information you have read?</p> <p>What else would you need to know to make a fair judgement on this?</p> <p>Does this support your argument?</p> <p>How much can you rely on the memories of someone who was living in World War II and what other evidence will you need to support this?</p> <p>What contradictions have you found and how can you explain them?</p>

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<p>How can we make sense of this? Draw conclusions about the lives and experiences of people in the past. Identify and respond to a point of view about the past.</p>	<p>How can we make sense of this? Draw conclusions about identity, diversity and change in the local and wider community over time. Identify and compare different points of view.</p>	<p>How can we make sense of this? Draw conclusions to answer inquiry questions about Australia’s social, economic and political, development over time and what influenced this. Compare points of view in the past and present.</p>	<p>How can we make sense of this? Draw conclusions to answer inquiry questions about how global societies have developed and changed from ancient to modern times. Describe points of view, attitudes and values in the past and present.</p>	<p>How can we make sense of this? Draw conclusions and develop arguments to answer inquiry questions about the global influences that have shaped the world as it is today socially, culturally, economically and politically. Analyse the perspectives of people from the past. Analyse different historical interpretations. Students form their own historical interpretations.</p>
<p>Pedagogical questions:</p> <ul style="list-style-type: none"> • How do you do this? • How do other people do this now? • How does this compare? • How did they feel? • How would you feel? • Why do people remember these things about the past? • Why did this happen? • Why did people do that? • What would you do? • What has changed? • What has stayed the same? • How does this help you answer your questions? • What other questions do you have? 	<p>Pedagogical questions:</p> <ul style="list-style-type: none"> • What does this tell you about the past? • Why do people remember or say this about the past? • Why did this happen? • Who did it impact on? • What were the short and long term consequences? • How does this compare? • How did they feel? • How would you feel? • Why did people do that? • What would you do? • What has changed? • What has stayed the same? • Is this usual or unusual? • How does this help you answer your questions? • What other questions do you have? 	<p>Pedagogical questions:</p> <ul style="list-style-type: none"> • What do people most remember about this? • Why do people remember these particular aspects of the past? • What does this reveal about the past? • What changed as a result of this? • What are the different points of view about this? • Who is this significant for? • How many people were affected by this? • How long did this affect people for? • How relevant is this to the present? • How does this help you understand the present? • How does this compare? • How did people feel about this? • How would you feel? • Why did this happen? • What would you do? • Is this usual or unusual? • What conclusions can you reach? • How does this help you answer your questions? 	<p>Pedagogical questions:</p> <ul style="list-style-type: none"> • What can you conclude from this? • What does this reveal about points of view, attitudes and values in the past? • What changed as a result of this? • What motivated people to do this? • What are the legacies of this? • What are the different points of view about this? • Who was/is this significant for? • How many people were affected by this? • How long did this affect people for? • How relevant is this to the present? • How does this help you answer your inquiry questions? • What other questions do you have? • Can you generalise this? • What patterns are there? • What does this mean for the future? • What action will you take? 	<p>Pedagogical questions:</p> <ul style="list-style-type: none"> • What can you conclude from this? • What does this reveal about points of view, attitudes and values in the past? • What changed as a result of this? • What motivated individuals and groups to do this? • What are the legacies of this? • What are the different points of view about this? • Who was/is this significant for? • How many people were affected by this? • How long did this affect people for? • How relevant is this to the present? • How does this help you answer your inquiry questions? • Can you generalise this? • What patterns are there? • What is your own position on this? • What can you argue or debate? • What possible interpretations are there? • What is your interpretation? • What does this mean for the future? • What action will you take?
<p>Example: Year 1 <i>Differences and similarities between students’ daily lives and life during their parents’ and grandparents’ childhoods, including family traditions, leisure time and communications.</i> What games and activities do you play now? What games and activities do other people play now? What is the same about the way your parents or grandparents played when they were children compared to the way you/we do it now? How did your parents or grandparents feel about this activity when they were children? How do they feel about it now? Do other people’s parents or grandparents feel the same way? Why? How would you feel if it was you doing the activity this way? Why did your parents or grandparents play this way when they were children?</p>	<p>Example: Year 4 <i>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.</i> How do Kurna people interact with the land today? How do other individuals and groups interact with the land today? How does this compare? How do you think Kurna people felt when Europeans arrived? How would you feel? How would Kurna people be living today if Europeans hadn’t arrived when they did? What were the short and long term consequences of European settlement on Kurna people?</p>	<p>Example: Year 6 <i>Stories of groups of people who migrated to Australia and the reasons they migrated, such as World War II and Australian migration programs since the war.</i> How many Australians have Greek heritage today? What was it like to travel to Australia as a Greek migrant after World War II? How do these migration stories compare to the stories of people migrating to Australia today? In what ways are these stories similar or different to the stories of other migrant groups? What is your opinion about Australian migration policies over time? How do the experiences of Greek migrants after World War II compare to migrant experiences today? What are the lasting contributions of Greek migrants to Australian society?</p>	<p>Example: Year 7 – Depth Study: China <i>The significant beliefs, values and practices of Chinese society, with a particular emphasis on ONE of the following areas: everyday life, warfare or death and funerary customs.</i> What can you conclude about daily life in ancient China? How did daily life in China compare to daily life in other ancient societies? What can you generalise about daily life in ancient China and dependent on perspective? What aspects of daily life from ancient China are still present today? How will you pull together your findings to answer your inquiry questions?</p>	<p>Example: Year 10 – Depth Study: World War II <i>The impact of World War II, with a particular emphasis on the Australian home front, including the changing roles of women and the use of wartime government controls (conscription, manpower controls, rationing and censorship).</i> What have been the lasting impacts of World War II on Australia? What can you conclude about the points of view, attitudes and values of Australian people during World War II? What arguments or debates could you pose about the impact of World War II? How many people were affected by World War II and what makes their experiences significant? What generalisations can you make and what is dependent on perspective?</p>

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<p>How can we communicate this? Develop narratives to share thinking about the lives of others in the past through role play, written, oral, graphic or digital forms.</p>	<p>How can we communicate this? Develop texts, particularly narratives that communicate thinking about diversity, identity and change using oral, written, graphic and digital forms.</p>	<p>How can we communicate this? Develop texts, particularly narratives and descriptions which incorporate source materials to communicate thinking about Australia’s development over time using oral, written, graphic and digital forms.</p>	<p>How can we communicate this? Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged to communicate thinking about Australia’s development over time using oral, written, graphic and digital forms about how global societies have developed and changed from ancient to modern times.</p>	<p>How can we communicate this? Develop texts, particularly explanations and discussions that use evidence from a range of sources that are referenced to communicate thinking about Australia’s development over time using oral, written, graphic and digital forms about the global influences that have shaped the world as it is today socially, culturally, economically and politically.</p>
<p>Pedagogical questions:</p> <ul style="list-style-type: none"> • What do you want to share? • How will you tell a story about this? • Who do you want to share it with? • What is the best way to share this? 	<p>Pedagogical questions:</p> <ul style="list-style-type: none"> • What do you want to communicate? • How will you tell a narrative about this? • Who do you want to communicate to? • What is the best way to communicate this? 	<p>Pedagogical questions:</p> <ul style="list-style-type: none"> • What will you describe? • What do you want to help others understand? • Which perspectives do you want to communicate? • How will you incorporate source materials? • Who is your audience? • What is the best way to communicate this? 	<p>Pedagogical questions:</p> <ul style="list-style-type: none"> • What will you describe? • What will you explain? • What do you want to help others understand? • Which perspectives do you want to communicate? • Who is your audience? • What is the best way to communicate this? • What language is appropriate for this text and context? • How does an historian use language in this text or context? • How will you support the conclusions you are communicating based on evidence? • How will you acknowledge the sources you have used? 	<p>Pedagogical questions:</p> <ul style="list-style-type: none"> • What will you explain? • What will you discuss? • What will you argue? • How will you argue this? • What do you want to help others understand? • What is the historical interpretation you want to communicate? • Which perspectives do you want to communicate? • Who is your audience? • What is the best way to communicate this? • What language is appropriate for this text and context? • How does a historian use language in this text or context? • How will you incorporate the evidence you have used to draw your conclusions? • How will you support your interpretation with evidence? • How will you reference the sources you have used?
<p>Example: Year 1 <i>Differences and similarities between students’ daily lives and life during their parents’ and grandparents’ childhoods, including family traditions, leisure time and communications.</i> What do you want to share about how your parents or grandparents lived as children? Who do you want to share with about how your parents or grandparents lived as children? What is the best way to share about the activities your parents or grandparents did as children?</p>	<p>Example: Year 4 <i>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.</i> What do you want to communicate about the ways Kurna people lived before the arrival of Europeans? How can you write a narrative about Kurna life before the arrival of Europeans? Who do you want to communicate this to? What is the best way to communicate about this to this audience?</p>	<p>Example: Year 6 <i>Stories of groups of people who migrated to Australia and the reasons they migrated, such as World War II and Australian migration programs since the war.</i> Whose stories will you tell? What is the best way to tell these stories? How will you describe the experiences of the people you interviewed? How will you use the newspaper clippings and photographs in your narrative? Who is your audience?</p>	<p>Example: Year 7 – Depth Study: China <i>The significant beliefs, values and practices of Chinese society, with a particular emphasis on ONE of the following areas: everyday life, warfare or death and funerary customs.</i> How will you describe daily life in ancient China? How will you explain this from different perspectives? How will you use evidence to help others to understand the influence of Confucius on daily life in ancient China? Who is your audience? What is the best way to communicate this? How will you acknowledge the sources you have used?</p>	<p>Example: Year 10 – Depth Study: World War II <i>The impact of World War II, with a particular emphasis on the Australian home front, including the changing roles of women and the use of wartime government controls (conscription, manpower controls, rationing and censorship).</i> What will you explain to others about the effects of World War II on the home front? What will you discuss and what arguments will you present in your discussion? How will you use evidence to help others to understand the impact of World War II on Australia’s home front? Who is your audience? How will you communicate and support your own perspective on this? What evidence will you provide to persuade others? How will you reference the sources you have used?</p>