

## 13. Curriculum Links

*History in Place* has been designed to help students develop their content knowledge and historical skills through telling stories of local significance.

### SKILLS

The project focuses strongly on providing opportunities for students to develop their ICT and historical skills. Students are required to come up with an inquiry question to frame their research and use primary and secondary sources to tell their story. The process of making the short films is particularly useful for helping students to think about the sequence of historical events, figures and movements.

### CONTENT

The project can be applied to any museum collection relating to the themes and eras of the Australian history curriculum.

### GRADE 5

Historical Knowledge and Understanding	Historical Skills
The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed.	Sequence historical people and events.
The impact of a significant development or event on a colony; for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought.	Use historical terms and concepts.
The reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony.	Identify questions to inform an historical inquiry.
The role that a significant individual or group played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander peoples.	Identify and locate a range of relevant sources.
	Locate information related to inquiry questions in a range of sources.
	Compare information from a range of sources.
	Develop texts, particularly narratives and descriptions, which incorporate source materials.
	Use a range of communication forms (oral, graphic, written) and digital technologies.

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## GRADE 6

Historical Knowledge and Understanding	Historical Skills
Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government.	Sequence historical people and events.
Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children.	Use historical terms and concepts.
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.	Identify questions to inform an historical inquiry.
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.	Identify and locate a range of relevant sources.
	Locate information related to inquiry questions in a range of sources.
	Compare information from a range of sources.
	Develop texts, particularly narratives and descriptions, which incorporate source materials.
	Use a range of communication forms (oral, graphic, written) and digital technologies.