


Inquiry Questions

1. How have key figures, events and values shaped Australian society, its system of government and citizenship?
2. What contribution have significant individuals and groups made to the development of Australian society?

Australian System of Government					
Knowledge	Understanding	Applying	Analysing	Creating	Evaluating
<p>Australia is a federation, a constitutional monarchy and a parliamentary democracy. <i>What does all this mean?</i></p> <p>Research these terms and explain how they are all related to Australia's system of government.</p> <p>Include an explanation of the <i>Westminster system</i> and its origins, and why Australia adopted this system of governance.</p> <p>Use primary sources of information to assist with your research, such as:</p> 	<p>What is the <i>Australian Constitution</i> and how does it determine Australia's system of governance?</p> <p><i>What are the two houses that make the Australian Parliament?</i></p> <p>Explain the difference between the two houses and why they are called <i>bicameral</i>.</p> <p>Separation of Powers <i>What are the three arms of government and how does each one ensure Australia maintains principles surrounding the rule of law in its democracy?</i></p> <p>Complete the following activity: Separation of Powers</p> <p>Create a diagram with explanations to help support your thinking.</p>	<p>Investigate a bill that is currently before parliament by visiting this website: Bills currently before Parliament</p> <p>Write a report on the details of the bill and its current status in Parliament.</p> <p><i>How will the bill you have chosen impact Australian society if it is passed?</i></p> <p><i>(You can choose to work with a partner for this task, and don't forget to ask for assistance from your teacher if you are unsure of anything and need to gain better understanding).</i></p>	<p>The Australian Constitution is an important document that provides a framework for Australian law.</p> <p>Visit this website to learn about how a law is made in Australia Making a law in the Australian Parliament</p> <p><i>What is Parliament's function in the process of making laws?</i></p> <p>What is a <i>Bill</i>, and how does it get passed in Parliament?</p>	<p>Complete this worksheet to better understand how laws are made in the Australian Parliament: Bills and Laws</p> <p>Create a flowchart of how a bill gets passed to become a law.</p> <p>Nationhood <i>What is nationhood?</i></p> <p><i>Why is it important for Australians to feel a sense of nationhood?</i></p> <p><i>What are some of the national emblems and cultural practices that contribute to Australian citizens feeling their sense of Australian identity?</i></p> <p>Create a poster celebrating Australian culture and the democratic freedoms we enjoy today.</p>	<p>Freedom of speech is one of many important democratic principles that must be upheld in Australian society.</p> <p><i>How is this maintained in our society?</i></p> <p><i>What would happen in Australian society if citizens could not exercise the right to free speech?</i></p>



Year 6 HASS Humanities and Social Sciences Program Links

Australia in the past and present and its connections with a diverse world

The Year 6 curriculum focuses on the social, economic and political development of Australia as a nation, particularly after 1900, and Australia's role within a diverse and interconnected world today. Students explore the events and developments that shaped Australia as a democratic nation and stable economy, and the experiences of the diverse groups who have contributed to and are/were affected by these events and developments, past and present.

Inquiry Questions

1. *How have key figures, events and values shaped Australian society, its system of government and citizenship?*

Inquiry and Skills

ACHASSI125 *Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines*

- locating key events, ideas, movements and lives in a chronological sequence on timelines and flowcharts
- developing flowcharts to show steps in a sequence (for example, the flow of goods and services, the passage of a bill through parliament)

ACHASSI133 *Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions using accurate and subject-appropriate terms, for example, historical terms (such as 'nation', 'democracy', 'federation', 'empire', 'immigration', 'deportation', 'suffrage', 'enfranchisement', 'heritage', 'diversity', 'contribution', 'achievement', 'significance', 'development', 'rural', 'urban', 'bias', 'stereotype', 'perspective'), civics and citizenship terms (such as 'Westminster system', 'courts', 'monarchy' and 'three levels of government')*

HISTORY Knowledge and Understanding

Concepts for developing understanding

The content in the history sub-strand provides opportunities for students to develop historical understanding through key concepts including sources, continuity and change, cause and effect, perspectives, empathy and significance. The Year 6 curriculum moves from colonial Australia to the development of Australia as a nation, particularly after 1900. Students explore the factors that led to Federation and the different attitudes to Federation and citizenship at the time (continuity and change, cause and effect, perspectives). Through studies of people's experiences of democracy and citizenship over time (perspectives, empathy), students come to understand the significance of events, ideas and people's contributions in influencing development of Australia's system of government (continuity and change, significance).

Inquiry Questions

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

ACHASSK134 *Key figures, events and ideas that led to Australia's Federation and Constitution*

- identifying key elements of Australia's system of law and government and their origins (for example, the Magna Carta; federalism; constitutional monarchy; the Westminster system and the separation of powers – legislature, executive, judiciary; the houses of parliament; how laws are made)

Activities to support knowledge and understanding of these topics can be found at:

[Primary Education Resources](#)

YEAR 6 HISTORY

Australia in the past and present and its connections with a diverse world

Inquiry Questions

1. How have key figures, events and values shaped Australian society, its system of government and citizenship?
2. Why and how did Australia become a nation?
3. What contribution have significant individuals and groups made to the development of Australian society?

Federation 1901

Knowledge	Understanding	Applying	Analysing	Creating	Evaluating
<p>Federation of Australia occurred in 1901.</p> <p><i>What is Federation?</i></p> <p>Research events leading up to Federation including the <i>Tenterfield Oration</i> and two important referendums that were held between 1898 - 1900.</p> <p>Write a biography about Australia's first Prime Minister: Sir Edmund Barton.</p>	<p><i>Who were the key figureheads in making Federation successful?</i></p> <p>Research an influential person who was involved in this event. Some people you might like to consider can include:</p> <ul style="list-style-type: none"> ➤ Henry Parkes ➤ Edmund Barton ➤ George Reid ➤ John Quick <p><i>How did Australia come to have territories as recognised in the constitution?</i></p>	<p>Create a timeline of events leading up to this important milestone in Australia's history.</p>	<p><i>What role did the colonies have in working towards and achieving Federation?</i></p> <p>Explain how the colonies were functioning under their own systems of governance before 1901, and how that changed after Federation.</p>	<p>Write a set of quiz questions about facts surrounding the events of Federation.</p> <p>You might like to categorise your questions into these areas:</p> <ul style="list-style-type: none"> ✓ <i>Spelling terminology</i> ✓ <i>Fact or Fiction?</i> ✓ <i>Multiple choice</i> ✓ <i>What am I?</i> ✓ <i>Definitions</i> 	<p><i>Why did Australia need to be federated?</i></p> <p>Australia developed from <i>autocratic</i> rule in 1788 to becoming a system of <i>responsible</i> government.</p> <p>Explain the importance of 'popular representation' in our society and how it is connected to why Federation occurred.</p> <p><i>How it changed the way Australia was governed after 1901?</i></p>

Year 6 HASS Humanities and Social Sciences Program Links

Australia in the past and present and its connections with a diverse world

The Year 6 curriculum focuses on the social, economic and political development of Australia as a nation, particularly after 1900, and Australia's role within a diverse and interconnected world today. Students explore the events and developments that shaped Australia as a democratic nation and stable economy, and the experiences of the diverse groups who have contributed to and are/were affected by these events and developments, past and present.

Inquiry Questions

1. *How have key figures, events and values shaped Australian society, its system of government and citizenship?*

Inquiry and Skills

ACHASSI125 *Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines*

- locating key events, ideas, movements and lives in a chronological sequence on timelines and flowcharts

ACHASSI133 *Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions using accurate and subject-appropriate terms, for example, historical terms (such as 'nation', 'democracy', 'federation', 'empire', 'immigration', 'deportation', 'suffrage', 'enfranchisement', 'heritage', 'diversity', 'contribution', 'achievement', 'significance', 'development', 'rural', 'urban', 'bias', 'stereotype', 'perspective'), civics and citizenship terms (such as 'Westminster system', 'courts', 'monarchy' and 'three levels of government')*

HISTORY Knowledge and Understanding

Concepts for developing understanding

The content in the history sub-strand provides opportunities for students to develop historical understanding through key concepts including sources, continuity and change, cause and effect, perspectives, empathy and significance. The Year 6 curriculum moves from colonial Australia to the development of Australia as a nation, particularly after 1900. Students explore the factors that led to Federation and the different attitudes to Federation and citizenship at the time (continuity and change, cause and effect, perspectives). Through studies of people's experiences of democracy and citizenship over time (perspectives, empathy), students come to understand the significance of events, ideas and people's contributions in influencing development of Australia's system of government (continuity and change, significance).

Inquiry Questions

1. *Why and how did Australia become a nation?*
2. *What contribution have significant individuals and groups made to the development of Australian society?*

ACHASSK134 *Key figures, events and ideas that led to Australia's Federation and Constitution*

- studying Australia's path to Federation through an examination of key people (for example, Henry Parkes, Edmund Barton, George Reid, John Quick) and events (for example, the Tenterfield Oration, the Corowa Conference, the referendums held in the colonies between 1898 and 1900)

ACHASSK135 *Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children*

- describing the significance of the 1962 right to vote federally and the 1967 referendum

Activities to support knowledge and understanding of these topics can be found at:

[Primary Education Resources](#)

Inquiry Questions

1. How have key figures, events and values shaped Australian society, its system of government and citizenship?
2. How did Australian society change throughout the twentieth century?

Population Growth and Change in Australian Society

Knowledge	Understanding	Applying	Analysing	Creating	Evaluating
<p>Visit this website to observe global population growth in real time: Current World Population Browse the links to discover data and information about different aspects regarding world population growth. Use <i>Google Earth</i> to help you understand where countries are located on the globe.</p> <p>Create a mini information book in digital form about what you have learnt. Include the following points of information:</p> <ul style="list-style-type: none"> • Investigate the different types of ways data has been represented and explain why this is so. • What is the 'country' called <i>Holy See</i>? Why do you think its population is so low? • Compare which country ranks as number 1 for highest population growth, and the country with the lowest population growth. How does population growth affect how citizens live and their quality of life? • How has the government of those countries managed its society? Think about the size of town or city areas, services and facilities, land availability, and maintaining the rule of law. • What does the world population forecast look like up to 2050? • What do you think <i>your</i> life will be like in 2050? 		<p>Use the data from the following website and analyse what is happening in each category listed at the top of the table: Australian Population Growth</p> <p><i>Create a line graph to show the results from any column for the years from 1955 to 2019.</i></p> <p>You might like to create a class display for all the data collected.</p>	<p>Using the data from Australia's population growth, explain possible reasons why some trends, both positive or negative may have happened and what impacts it presented in Australian society at the time.</p> <p>Think about:</p> <ol style="list-style-type: none"> 1. Urban and rural facilities and infrastructure 2. Land availability 3. Food production industry 4. Manufacturing industry 5. Law enforcement – the development of citizens' rights and freedoms over time under the rule of law 	<p>A tremendous change occurred with the <i>industrial revolution</i>: Global Growth Rate</p> <p>Whereas it had taken all human history until around 1800 for world population to reach one billion; the second billion was achieved in only 130 years (1930); the third billion in 30 years (1960); the fourth billion in 15 years (1974); and the fifth billion in only 13 years (1987).</p> <p><i>Create a graph predicting what the global population will be in the year 2100.</i></p>	<p>Australia's Immigration program has been an important part of the long-term economic development and growth of Australia.</p> <p>Write an exposition on why you think this is the case.</p> <p><i>Do you believe Australia should continue this trend? Give reasons and examples to show your thinking and include personal experiences if you can to further support your explanation.</i></p> <p><i>What challenges will the government have in the future in being able to maintain principles of the rule of law in a more diverse and burgeoning society?</i></p>



Year 6 HASS Humanities and Social Sciences Program Links

Australia in the past and present and its connections with a diverse world

The Year 6 curriculum focuses on the social, economic and political development of Australia as a nation, particularly after 1900, and Australia's role within a diverse and interconnected world today. Students explore the events and developments that shaped Australia as a democratic nation and stable economy, and the experiences of the diverse groups who have contributed to and are/were affected by these events and developments, past and present.

Inquiry Questions

1. *How have key figures, events and values shaped Australian society, its system of government and citizenship?*

Inquiry and Skills

ACHASSI133 *Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions* using accurate and subject-appropriate terms, for example, historical terms (such as 'nation', 'democracy', 'federation', 'empire', 'immigration', 'deportation', 'suffrage', 'enfranchisement', 'heritage', 'diversity', 'contribution', 'achievement', 'significance', 'development', 'rural', 'urban', 'bias', 'stereotype', 'perspective'), civics and citizenship terms (such as 'Westminster system', 'courts', 'monarchy' and 'three levels of government')

HISTORY Knowledge and Understanding

Concepts for developing understanding

The content in the history sub-strand provides opportunities for students to develop historical understanding through key concepts including sources, continuity and change, cause and effect, perspectives, empathy and significance. The Year 6 curriculum moves from colonial Australia to the development of Australia as a nation, particularly after 1900. Students explore the factors that led to Federation and the different attitudes to Federation and citizenship at the time (continuity and change, cause and effect, perspectives). Through studies of people's experiences of democracy and citizenship over time (perspectives, empathy), students come to understand the significance of events, ideas and people's contributions in influencing development of Australia's system of government (continuity and change, significance).

Inquiry Questions

1. *How did Australian society change throughout the twentieth century?*
2. *What contribution have significant individuals and groups made to the development of Australian society?*

ACHASSK136 *Stories of groups of people who migrated to Australia since Federation (including from ONE country of the Asia region) and reasons they migrated*

- 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

Activities to support knowledge and understanding of these topics can be found at:

[Primary Education Resources](#)

Inquiry Questions

1. How have key figures, events and values shaped Australian society, its system of government and citizenship?
2. What contribution have significant individuals and groups made to the development of Australian society?

Suffrage

Knowledge	Understanding	Applying	Analysing	Creating	Evaluating
<p>1. What does being an Australian citizen mean to you?</p> <p>2. What rights do Australian citizens enjoy today?</p> <p>3. What is suffrage?</p> <p>4. What is a suffragette?</p> <p>Explain how different groups of people fought for the right to vote and enabled peoples' rights and freedoms in Australia today.</p> <p>Research an Australian suffragette and write a biography about their life and struggle in bringing equal rights to all citizens.</p>	<p>Why are suffragettes important?</p> <p>How has suffrage contributed to Australian democratic society?</p> <p>What is a referendum and why are they so important in our democracy?</p> <p>The 1967 Referendum was an important change in how Australian society voted.</p> <p>What was the question for this referendum and what changes did it instigate?</p> <p>Write an information report on this event using primary sources to research your information, such as aph.gov.au</p>	<p>After European settlement in 1788, why did it take so long for <i>universal male suffrage</i> to occur around 1850?</p> <p>Who controlled government decision-making before 1850?</p> <p>When, and why did it take so long for women to gain permission to vote in Australian elections?</p> <p>Granting women the right to vote in elections was one thing, but allowing them to become a representative in parliament took a further period of time. Why was this so?</p>	<p>The indigenous people had to fight for the right to vote or become a representative in Australian elections long after permission was granted for women:</p> <ol style="list-style-type: none"> 1. Why was this the case? 2. When did permission for all indigenous people to vote occur? <p>Describe the significance of this achievement:</p> <ol style="list-style-type: none"> 3. How do you think the indigenous people have felt over time about these decisions? 4. What steps have been taken towards reconciliation and how can further progress be achieved? 	<p>Create a <i>cause and effect</i> chart to demonstrate the significant contributions suffragettes have made in Australian society since 1800.</p> <p>Your chart needs to show what living in Australian society would be like today if they had not fought for equal rights.</p> <p><i>Without their efforts, would Australia be as democratic as it is today?</i></p>	<p>Do suffragettes exist today?</p> <p>Investigate suffrage movements currently occurring around the world today.</p> <p>Write an information report on their cause, including how they can impact the actions of a government – both positive and negative.</p> <p>Determine what you believe the outcome will be, including reasons to support your thinking.</p>



Year 6 HASS Humanities and Social Sciences Program Links

Australia in the past and present and its connections with a diverse world

The Year 6 curriculum focuses on the social, economic and political development of Australia as a nation, particularly after 1900, and Australia's role within a diverse and interconnected world today. Students explore the events and developments that shaped Australia as a democratic nation and stable economy, and the experiences of the diverse groups who have contributed to and are/were affected by these events and developments, past and present.

Inquiry Questions

1. *How have key figures, events and values shaped Australian society, its system of government and citizenship?*

Inquiry and Skills

ACHASSI129 *Evaluate evidence to draw conclusions*

- contemplating attitudes and actions of the past that now seem strange and unacceptable and imagining what aspects of current society may be viewed in this way in the future

ACHASSI133 *Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions* using accurate and subject-appropriate terms, for example, historical terms (such as 'nation', 'democracy', 'federation', 'empire', 'immigration', 'deportation', 'suffrage', 'enfranchisement', 'heritage', 'diversity', 'contribution', 'achievement', 'significance', 'development', 'rural', 'urban', 'bias', 'stereotype', 'perspective'), civics and citizenship terms (such as 'Westminster system', 'courts', 'monarchy' and 'three levels of government')

HISTORY Knowledge and Understanding

Concepts for developing understanding

The content in the history sub-strand provides opportunities for students to develop historical understanding through key concepts including sources, continuity and change, cause and effect, perspectives, empathy and significance. The Year 6 curriculum moves from colonial Australia to the development of Australia as a nation, particularly after 1900. Students explore the factors that led to Federation and the different attitudes to Federation and citizenship at the time (continuity and change, cause and effect, perspectives). Through studies of people's experiences of democracy and citizenship over time (perspectives, empathy), students come to understand the significance of events, ideas and people's contributions in influencing development of Australia's system of government (continuity and change, significance).

Inquiry Questions

1. *How did Australian society change throughout the twentieth century?*
2. *What contribution have significant individuals and groups made to the development of Australian society?*

ACHASSK135 *Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children*

- describing the significance of the 1962 right to vote federally and the 1967 referendum

Activities to support knowledge and understanding of these topics can be found at:

[Primary Education Resources](#)

Inquiry Questions

1. How have key figures, events and values shaped Australian society, its system of government and citizenship?
2. How did Australian society change throughout the twentieth century?
3. What contribution have significant individuals and groups made to the development of Australian society?

Australian Immigration

Knowledge	Understanding	Applying	Analysing	Creating	Evaluating
<p>What do these terms mean, and what is the difference between them?</p> <ul style="list-style-type: none"> • Stereotypes • Perspective • Prejudice • Bias • Discrimination <p>Provide examples to support your answers</p>	<p><i>How have these terms influenced the way citizens in Australian society have interacted with each other since before and after European settlement in 1788?</i></p> <p>Explain why you think people have pre-perceived ideas and opinions about someone else’s beliefs and circumstances, and how important is it to have a better understanding of someone else’s point of view?</p> <p>Investigate an Australian law regarding <i>discrimination</i>.</p> <p><i>How does the law protect citizens against discrimination in Australian society?</i></p> <p>Provide examples to support your thinking.</p>	<p>Interview a new or first-generation migrant to Australia to find out how their past experiences have impacted their life and how they currently live in an Australian community.</p> <p>Include questions that can provide information about:</p> <ol style="list-style-type: none"> 1. <i>Why they emigrated (or fled) from their previous country</i> 2. <i>Explaining the differences or similarities between their previous and current life experiences, such as customs and beliefs</i> 3. <i>How they feel about living in Australian society that has different cultural experiences</i> 4. <i>What contributions and improvements would they like to see happen in their communities in the future?</i> 	<p>Many migrants come to Australia after living in a country where principles regarding the rule of law does not exist or has been suppressed.</p> <p><i>How can their life experiences help support and maintain principles in living under the rule of law in Australian society?</i></p> <p><i>What other ways do migrants positively contribute to Australian society?</i></p>	<p>Research a prominent Australian migrant since 1900 and write a biography about their life.</p> <p>Include information about how their achievements and contributions to Australian society have influenced how we live today.</p> <p>Create a class book about influential Australian migrants.</p>	<p><i>Multiculturalism benefits Australia</i></p> <p>Prepare a class debate about this topic. Make sure your arguments are clearly explained and supported by the following steps:</p> <ul style="list-style-type: none"> • Make a statement • Explain your thinking <p>Provide examples to support your argument</p>

Year 6 HASS Humanities and Social Sciences Program Links

Australia in the past and present and its connections with a diverse world

The Year 6 curriculum focuses on the social, economic and political development of Australia as a nation, particularly after 1900, and Australia's role within a diverse and interconnected world today. Students explore the events and developments that shaped Australia as a democratic nation and stable economy, and the experiences of the diverse groups who have contributed to and are/were affected by these events and developments, past and present.

Inquiry Questions

1. *How have key figures, events and values shaped Australian society, its system of government and citizenship?*

Inquiry and Skills

ACHASSI125 *Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines*

- locating key events, ideas, movements and lives in a chronological sequence on timelines and flowcharts

ACHASSI129 *Evaluate evidence to draw conclusions*

- contemplating attitudes and actions of the past that now seem strange and unacceptable and imagining what aspects of current society may be viewed in this way in the future

ACHASSI133 *Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions using accurate and subject-appropriate terms, for example, historical terms (such as 'nation', 'democracy', 'federation', 'empire', 'immigration', 'deportation', 'suffrage', 'enfranchisement', 'heritage', 'diversity', 'contribution', 'achievement', 'significance', 'development', 'rural', 'urban', 'bias', 'stereotype', 'perspective'), civics and citizenship terms (such as 'Westminster system', 'courts', 'monarchy' and 'three levels of government')*

HISTORY Knowledge and Understanding

Concepts for developing understanding

The content in the history sub-strand provides opportunities for students to develop historical understanding through key concepts including sources, continuity and change, cause and effect, perspectives, empathy and significance. The Year 6 curriculum moves from colonial Australia to the development of Australia as a nation, particularly after 1900. Students explore the factors that led to Federation and the different attitudes to Federation and citizenship at the time (continuity and change, cause and effect, perspectives). Through studies of people's experiences of democracy and citizenship over time (perspectives, empathy), students come to understand the significance of events, ideas and people's contributions in influencing development of Australia's system of government (continuity and change, significance).

Inquiry Questions

1. *How did Australian society change throughout the twentieth century?*
2. *What contribution have significant individuals and groups made to the development of Australian society?*

ACHASSK136 *Stories of groups of people who migrated to Australia since Federation (including from ONE country of the Asia region) and reasons they migrated*

- 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

Activities to support knowledge and understanding of these topics can be found at:

[Primary Education Resources](#)