Learning across the curriculum in HSIE − Asia and Australia's engagement with Asia

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## About this resource

The NSW Department of Education’s Quality Teaching Discussion Paper outlines a model of syllabus planning and implementation that supports teachers based on ‘central concepts or ideas’ to ensure deep knowledge in student learning.

Whilst the Learning across the Curriculum Content – cross curriculum priority: Asia and Australia’s engagement with Asia 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.

This project aims to further develop an understanding of the Learning across the Curriculum priority, Asia and Australia’s engagement with Asia identified in the Melbourne Declaration on Educational Goals for Young Australians and to reinforce the importance of Australia’s engagement with Asia as identified in the 2012 Australia in the Asian Century White Paper. This document provides examples of what these concepts will look like in stage four and five of the NSW history and Geography syllabi.

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* [History K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2012

To accompany the continuum, snapshots of learning have been developed for each stage. These are lesson ideas in the form of case studies, which aim to provide teachers with specific examples of how to include the priority in history and geography.

## Asia and Australia’s engagement with Asia

The Asia and Australia’s Engagement with Asia priority provides a regional context for learning in all areas of the curriculum. It reflects Australia’s extensive engagement with Asia in social, cultural, political, and economic spheres.

Many Asian nations are growing rapidly and are regionally and globally influential. Immigrants from all these countries have historically contributed to Australia’s development and will continue to do so in the future. An understanding of Asia underpins the capacity of Australian students to be active and informed citizens working together to build harmonious local, regional, and global communities, and build Australia’s social, intellectual, and creative capital. It also builds understanding of the diversity of cultures and peoples living in Australia, fosters social inclusion and cohesion and is vital to the prosperity of Australia. ([ACARA 2011](https://www.australiancurriculum.edu.au/f-10-curriculum/cross-curriculum-priorities/asia-and-australia-s-engagement-with-asia/))

**Note to teachers** – it is important to support students in recognising that Asia is a complexity of a diverse range of nations, cultures, and religions, and not an homogenous monoculture.

## Relevance for Geography Stage 4 and 5

Students learn about and recognise the diversity within and between the countries of the Asia region and how this diversity influences the way people perceive and interact with places and environments. Through the study of Geography, students have opportunities to develop knowledge and understanding of Asian societies, cultures, beliefs and environments, and the connections between the peoples of Asia, Australia, and the rest of the world. Throughout the study of Geography, students are provided with rich contexts to investigate the interrelationships between diverse places, environments, and peoples in the Asia region, and are provided with opportunities to recognise Asia as an important region of the world.

### Geography - Stage 4

These tables provided a limited number of suggested teaching and learning activities to support the integration of the cross-curriculum priority, Asia and Australia’s engagement with Asia, into teaching and learning programs. This is not a teaching and learning program, but has been designed to be incorporated into existing teaching and learning programs to suit the contextual needs of your school.

#### Landscape and landforms

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| Syllabus content | Teaching and learning activity ideas | Resources |
| **Landscapes and landforms**  Students investigate different landscapes and the geomorphic processes that create distinctive landforms, for example:   * identification of a variety of landscapes and landforms * examination of **one** landscape and its distinctive landforms | Access the UNESCO world heritage list. Select 10 different World Heritage listed natural landforms in Asia. Create a collage of images of these sites naming each location.  Select one of these landscapes or landforms and create a [storyboard](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/559?clearCache=731885e5-535e-2efe-b08c-b8e17c5684e3) to visualise the geomorphic processes that created it. | * [UNESCO World Heritage list](https://whc.unesco.org/en/list/) |
| **Value of landscapes and landforms**  Students:   * investigate the aesthetic, cultural, spiritual, and economic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples, for example: * explanation of the aesthetic value of landscapes and landforms to culture and identity * description of the cultural and spiritual value of landscapes or landforms in different places * identification of how a landscape can have economic value for different people | Create an annotated image(s) of a significant landscape or landform and explain the cultural and aesthetic value of the site to the local community. Suggestions include:   * Luang Prabang * Temples and pagodas of Bagan, Myanmar * Mt Fuji, Japan * Taj Mahal, Agra, India * Samarkand, Uzbekhistan * Tasmania Wilderness.   Create a tourist brochure promoting the cultural and spiritual importance of a significant location. Suggestions include:   * Mecca and the Masjid al-haram * Angkor Wat * Mount Merapi, Indonesia * Ganges River.   Create an infographic that identifies the economic value of the rice terraces of Bali or Ifugao. Consider the value of the landscapes as a tourist attraction and their value as a resource and source of livelihood for the farmers of these terraces. | * [Town of Luang Prabang](https://whc.unesco.org/en/list/479/) * [Bagan](https://whc.unesco.org/en/list/1588/) - Myanmar * [Mount Fuji](https://www.nationalgeographic.org/media/mount-fuji/) * [Mount Fuji, Japan](https://earthobservatory.nasa.gov/images/39099/mount-fuji-japan) * [Taj Mahal](https://whc.unesco.org/en/list/252/) * [Samarkand – crossroad of cultures](https://whc.unesco.org/en/list/603/) * [Tasmanian Wilderness World Heritage Area](https://parks.tas.gov.au/explore-our-parks/tasmanian-wilderness-world-heritage-area-(twwha)) * [Aboriginal heritage Tasmania](https://www.aboriginalheritage.tas.gov.au/) * [Mecca and the Kaaba](https://www.khanacademy.org/humanities/ap-art-history/introduction-cultures-religions-apah/islam-apah/a/the-kaaba) * [Angkor Wat](https://www.nationalgeographic.com/travel/world-heritage/angkor/) * [A story of Mount Merapi](https://education.abc.net.au/home#!/media/1647569/a-story-of-mount-merapi) (duration 5:25) * [Ganges River Basin](https://www.nationalgeographic.org/encyclopedia/ganges-river-basin/) * [Hindus visit the Ganges for spiritual cleansing](https://www.youtube.com/watch?v=MqTAWql1tiU) (duration 3:01) * [Cultural landscape of Bali](https://whc.unesco.org/en/list/1194) * [Rice terraces of the Philippine Cordilleras](https://whc.unesco.org/en/list/722/) |
| **Changing landscapes**  Students:   * investigate the human causes and effects of land degradation, for example: * identification of the ways people utilise and change landscapes * description of the impact of a range of human activities on landscapes * examination of one type of land degradation including its spatial distribution, causes and impact | Obtain images of 5 locations in Asia that have been degraded by human activity. Label the image with the human changes to the natural environment, for example:   * Cambodia – land degradation * Mongolia – mining * Uzbekhistan - Aral Sea decline.   Explain the impact of the land degradation on the local environment and the effect on the local population.  Create a gallery walk of images of deforestation in Indonesia or the impacts of the Three Gorges dam in China on the surrounding landscapes. Students describe the impacts of human activity visible in the images.  Create a map that identifies the extent of land degradation in a chosen location, for example:   * desertification in China. * soil erosion in Nepal (this affects 25% of all agricultural land in South Asia).   Explain the causes and impacts of the land degradation from the location chosen. | * [Cambodia and land degradation](https://www.youtube.com/watch?v=BONcnWALAAk) (duration 4:40) * [Mongolia's mining boom raises environment concerns](https://www.dw.com/en/mongolias-mining-boom-raises-environment-concerns/a-17534285) * [Aral Sea: The sea that dried up in 40 years - BBC News](https://www.youtube.com/watch?v=5N-_69cWyKo) (duration 5:46) * [Borneo deforestation](https://wwf.panda.org/our_work/forests/deforestation_fronts2/deforestation_in_borneo_and_sumatra/) * [Three Gorges Dam](https://www.internationalrivers.org/campaigns/three-gorges-dam) * [Overview of land desertification issues and activities in China](http://www.fao.org/3/w7539e/w7539e03.htm) * [Curbing desertification in China](https://www.worldbank.org/en/news/feature/2019/07/04/china-fighting-desertification-and-boosting-incomes-in-ningxia) - (duration 4:37) * [Soil erosion and sediment disaster in Nepal](https://www.researchgate.net/publication/266415425_Soil_Erosion_and_Sediment_Disaster_in_Nepal-A_Review) (download the article available on this site). |
| **Landscape management and protection**  Students:   * investigate ways people, including Aboriginal and Torres Strait Islander Peoples, manage and protect landscapes, for example: * description of the nature and extent of landscape protection across a range of scales for example, locally protected places, national parks, world heritage listing * examination of management and protection strategies for **one** landscape | Develop a flow chart of the process and impact of World Heritage listing protecting landscapes at a global level.  Research the effect National Park listing has had on Bandhavgarh National Park (India). Create an oral presentation on Bandhavgarh National Park from your research. Present it to your class.  Investigate strategies being used to combat desertification in central China. Create a multimedia presentation explaining the strategies and assessing their effectiveness. | * [World Heritage](https://whc.unesco.org/en/about) * [About Bandhavgarh National park](https://www.bandhavgarh-national-park.com/about-bandhavgarh.html) * [China’s “Great green wall” fights expanding desert](https://www.nationalgeographic.com/news/2017/04/china-great-green-wall-gobi-tengger-desertification/) - (duration 3:40) |

#### Place and liveability

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| Syllabus content | Teaching and learning activity ideas | Resources |
| **Influences and perceptions**  Students:   * investigate factors influencing perceptions of the liveability of places, for example: * examination of environmental factors that influence perceptions of liveability for example climate, landforms, natural resources * discussion of human factors that influence perceptions of liveability for example culture, income, employment, crime, and safety | Identify a popular tourist spot such as Phuket, Ha Long Bay, or another location that is a well-known tourist location because of its climate, or landforms. Describe the environmental features of this location that would make a liveable place for you.  Create a climate graph of the location. Identify and justify the time of the year that would be most desirable to visit this location based on climate.  Research an Indigenous group from Asia for example the Ainu of Hokkaido, Japan, or the Dayaks of Borneo. Identify the ways their culture connects them to their land and how this would affect their perception of liveability. | * [Ha Long Bay – World Heritage listing](https://whc.unesco.org/en/list/672/) * [Phuket tourism](https://www.tourismthailand.org/Destinations/Provinces/Phuket/350) * [Ainu culture and Ainu people](https://www.akanainu.jp/en/culture-people) * [The Forbidden forests of the Dayak, Borneo, Indonesia](https://www.youtube.com/watch?time_continue=367&v=tpbNo5k6NkI&feature=emb_logo) (duration 9:05) |
| **Access to services and facilities**  Students investigate the influence of accessibility to services and facilities on the liveability of places, for example:   * examination of variations in access to services and facilities between urban, rural, and remote places | Examine the journeys to school for children from a range of places. Choose a particular journey to school from Asia and create of storyboard of the challenges faced by the students in their journey to school. Compare this journey with your journey to school and identify similarities and differences. | * [Journeys to school](http://www.unesco.org/new/en/media-services/multimedia/photos/journey-to-school-photo-gallery/) * [A look at journeys to school around the world](https://www.youtube.com/watch?v=MxBfqd639BE) (duration 1:50) |
| **Environmental quality**  Students investigate the impact of environmental quality on the liveability of places, for example:   * discussion of factors that reduce environmental quality for example natural hazard, conflict, population pressures, land degradation | Research the effect of the following factors on the liveability of the places listed:   * flooding in Bangladesh * volcanic zones in Indonesia * conflict in Syria * population pressure – Hong Kong. | * [Worst floods in years “submerge” Bangladesh villages](https://www.aljazeera.com/news/2019/07/worst-floods-years-submerge-bangladesh-villages-190719083053518.html) * [Indonesian volcano survivors relocated, better prepared](https://reliefweb.int/report/indonesia/indonesian-volcano-survivors-relocated-better-prepared) * [Homs: Syrian revolution’s fallen ‘capital’](https://www.bbc.com/news/world-middle-east-15625642) * [Mong Kok: The busiest place on Earth](https://www.abc.net.au/news/2011-11-03/the-busiest-place-on-earth/3611032) |
| **Enhancing liveability**  Students investigate strategies used to enhance the liveability of places using examples from different countries, for example:   * identification of the characteristics of places considered highly liveable * examination of a range of strategies used to enhance liveability * assessment of the role of governments, non-government organisations, communities, and individuals in enhancing liveability | Access the latest Global liveability ranking. Identify the characteristics of cities  Identify the characteristics of the following cities that regularly place highly in this ranking:   * Singapore * Osaka * Tokyo * Hong Kong * Sydney.   Investigate and discuss the strategies Singapore uses to improve liveability.  Create a rubric to assess the role of the Centre for Liveable Cities in Singapore in improving liveability. | * [The Global Liveability Index](http://www.eiu.com/topic/liveability) – you will need to create an account to access this, however it is a free download. * [How to make Singapore more liveable and loveable?](https://www.population.sg/articles/how-to-make-singapore-more-liveable-and-lovable) * [Centre for liveable cities](https://www.clc.gov.sg/) |

#### Water in the world

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| Syllabus content | Teaching and learning activity ideas | Resources |
| **The water cycle**  Students investigate how the operation of the water cycle connects people and places, for example:   * examination of factors influencing water flows and the availability of water resources in different places for example latitude, altitude, topography, location, climate change | Draw a flowchart to explain the role of annual snowmelts from the Himalayas in the flow of the Ganges river.  Construct a virtual tour of the Mekong River from its source, identifying contributions to the flow of the Mekong River from various sources, including upstream flow due to snowmelt from China. | * Teacher resource - [Role of snow and glacier melt in controlling river hydrology in Liddar watershed (western Himalaya) under current and future climate](https://agupubs.onlinelibrary.wiley.com/doi/full/10.1029/2011WR011590) * [Mekong River Commission - hydrology](http://www.mrcmekong.org/mekong-basin/hydrology/) |
| **Water scarcity and water management**  Students investigate the nature of water scarcity and ways of overcoming it, for example:   * description of the nature, extent and causes of water scarcity in different countries * assessment of strategies used to overcome water scarcity and the role of governments, non-government organisations, individuals, and communities in sustainable water management | Research the degradation of the Aral Sea in Kazakhstan, and Uzbekistan.  Write a diary from the perspective of a fisher on the degradation of the Aral Sea due to human activities and the effect on their livelihood.  Create a brochure for an environmental non-government organisation (NGO) on the use of desalination in the UAE. Include an assessment of the role of desalination in creating water security for the UAE. | * [World of change: Shrinking Aral Sea](https://earthobservatory.nasa.gov/world-of-change/AralSea) * [The Aral Sea before the streams ran dry](https://earthobservatory.nasa.gov/images/77193/the-aral-sea-before-the-streams-ran-dry) * [The Aral Sea crisis](http://www.columbia.edu/~tmt2120/environmental%20impacts.htm) * [UAE - Water](https://u.ae/en/information-and-services/environment-and-energy/water-and-energy/water-) * [UAE to get largest water desalination plant in the world](https://www.khaleejtimes.com/news/government/uae-to-get-largest-water-desalination-plant-in-the-world) |
| **Natural hazard**  Students investigate one contemporary atmospheric hazard or hydrologic hazard including causes, impacts and responses, for example:   * explanation of the spatial distribution, cause, and impact of the disaster * examination of responses by individuals, groups, and government to the impact of the disaster * prediction of the impact of climate change on the occurrence, frequency, and extent of this type of hazard * discussion of management strategies to reduce the future impact of similar hazard events | Investigate the impact of tropical cyclones/typhoons on the Philippines. Create a promotion for an NGO to gain support for a relief effort following a typhoon in the Philippines.  Examine the responses of governments to typhoons events.  Create a labelled diagram of the atmospheric processes that create tropical cyclones/typhoons and predict if climate change will affect typhoons or not.  Research and report on the impact of Typhoon Haiyan, (2013) in the Philippines.  Identify Philippine government responses to typhoons, particularly Haiyan, (2013). | * [Philippine Atmospheric, Geophysical and Astronomical Services administration – About tropical cyclones](http://bagong.pagasa.dost.gov.ph/information/about-tropical-cyclone) * [What is a tropical cyclone?](http://www.bom.gov.au/cyclone/tropical-cyclone-knowledge-centre/understanding/tc-info/) * [Tropical cyclone case study - Typhoon Haiyan](https://www.bbc.co.uk/bitesize/guides/z9whg82/revision/4) * [2013 Typhoon Haiyan: Facts, FAQs, and how to help](https://www.worldvision.org/disaster-relief-news-stories/2013-typhoon-haiyan-facts) |

#### Interconnections

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| Syllabus content | Teaching and learning activity ideas | Resources |
| **Personal connections**  Students investigate the influences on and effects of, people’s travel and recreational, cultural or leisure connections with different places for the future, for example:   * analysis of patterns and trends in people’s travel, recreational, cultural and/or leisure activities * explanation of the impacts of a selected travel, recreational, cultural or leisure activity on a place, implications for the future of that place and strategies to achieve sustainability | Access data from the World tourism organisation on travel patterns. Create an infographic showing patterns and trends in peoples travel within the Asia-Pacific and Middle East regions.  Examine the impact of the Hajj on the environment of Mecca – Saudi Arabia  Research and create a short presentation on tourism in Bali and the impact of development there. | * [World Tourism Organisation Mecca seeks ‘green Hajj”](https://www.unwto.org/unwto-tourism-dashboard) * [Guide to Green Hajj](https://www.ecomena.org/green-hajj/) * ABC Education – [Bali: tourism and development](https://education.abc.net.au/home#!/media/524631/bali-tourism-and-development) (duration 3:41) |
| **Trade**  Students investigate the ways places and people are interconnected through trade in goods and services across a range of scales, for example:   * examination of a country’s trade links with other countries for example major trade partners, sources of raw materials * analysis of spatial patterns of global trade for example countries of production and consumption, global shipping, and freight routes | Access the Department of Foreign Affairs and Trade and create a flow map showing our major two way flows of trade and the value of those flows. Identify the major products we trade with the countries.  For our two biggest trading partners, explore the major trading partners of those countries.  Analyse the nature of shipping flows around the world. Identify where different types of goods originate from and where they travel to.  Develop a flow map of the major shipping routes around the world (ensure flow lines are drawn to scale). Identify key waterways and the countries that immediately surround those waterways. | * [Australia’s trade statistics at a glance](https://www.dfat.gov.au/trade/resources/trade-at-a-glance/Pages/default) * [World integrated trade solution](https://wits.worldbank.org/Default.aspx?lang=en) * [Visualisation of the world’s shipping routes](https://www.vox.com/2016/4/25/11503152/shipping-routes-map) |
| **Production and consumption**  Students investigate the effects of the production and consumption of goods on people, places, and environments throughout the world, for example:   * examination of environmental, social, and economic impacts of production and consumption of consumer goods * assessment of the effect of production or consumption of goods on one place or environment * explanation of responses by governments, groups, and individuals to minimise the effects of production and consumption | Research features and characteristics of production of goods in Asia.  Write an article on the issue of child labour for your local newspaper. Describe the nature and impact of child labour in a range of countries in Asia.  Examine and write a report for an NGO such as Oxfam on the working conditions of garment workers in a range of countries in Asia.  Research the garment industry in Bangladesh. Create a multimedia presentation assessing the impact of production operations on workers and steps being taken to address issues.  Develop a series of questions to for students to ask to understand the work of UNICEF in attempting to eliminate child labour, with a specific focus on actions in Asia.  Create a short video presentation to promote the World Day against Child Labour in your school. | * [Workers’ rights - Oxfam](https://www.oxfam.org.au/what-we-do/workers-rights-2/) * [Child labour in Asia: Wages of innocence](https://asianews.network/2018/07/05/child-labour-in-asia-wages-of-innocence/) * [Sustain your style –Inhumane working conditions Working conditions in Bangladesh Child labour and exploitation](https://www.sustainyourstyle.org/old-working-conditions) * [World day against child labour 2020](https://www.ilo.org/newdelhi/whatwedo/eventsandmeetings/WCMS_749606/lang--en/index.htm) - Hyderabad |

### Geography - Stage 5

These tables provided a limited number of suggested teaching and learning activities to support the integration of the cross-curriculum priority, Asia and Australia’s engagement with Asia, into teaching and learning programs. This is not a teaching and learning program, but has been designed to be incorporated into existing teaching and learning programs to suit the contextual needs of your school.

#### Sustainable biomes

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| Syllabus content | Teaching and learning activity ideas | Resources |
| **Biomes**  Students investigate the distribution and physical characteristics of biomes, for example:   * examination of the spatial distribution of biomes * identification of biomes used to produce food, industrial materials, and fibres | Use an online program (for example [Mapchart](https://mapchart.net/asia-detailed.html)) to create a colour coded map showing the location of different biomes that are present in Asia. Use the detail (provinces/states) option as this will allow students to be more specific with their colour coding.  Create a map (for example using [Mapchart](https://mapchart.net/asia-detailed.html) or similar), showing the spatial distribution of food and fibre crops that are found across Asia. Suggestions include:   * Rice * Cotton * Corn * Wheat * Palm Oil | * [Global distribution of ecosystems](https://www.bbc.co.uk/bitesize/guides/z2ntk7h/revision/3) * USDA – [Crop production maps](https://ipad.fas.usda.gov/ogamaps/cropproductionmaps.aspx) |
| **Changing biomes**  Students investigate the human alteration of biomes to produce food, industrial materials and fibres and the environmental effects of these alterations, for example:   * examination of human alterations to the physical characteristics of biomes for example vegetation removal, agriculture, land terracing, irrigation, mining * assessment of environmental impacts of human alterations to biomes for example habitat and biodiversity loss, water pollution, salinity * discussion of successful sustainability strategies that minimise environmental impacts | Investigate and create an annotated, visual representation of the features and characteristics of terrace farming in one of the following:   * Bedugul, Bali, Indonesia * Khau Pau Pass, Vietnam * Ifugao, Philippines * Yuanyang County, Yunnan, China.   Conduct a case study of the impacts of irrigation for cotton production on the Aral Sea in Kazakhstan and Uzbekistan.  Design a poster to promote World Day to Combat Desertification, with a focus on Asia.  Investigate and report on the success of restoration efforts for the Aral Sea. | * [Life on the terraced mountain of Khau Pha](http://dtinews.vn/en/news/019/23331/life-on-the-terraced-mountain-of-khau-pha.html) * [Ifugao Rice terraces](http://www.fao.org/giahs/giahsaroundtheworld/designated-sites/asia-and-the-pacific/ifugao-rice-terraces/en/) * [Rice terraces of Bali](https://whc.unesco.org/en/list/1194) * Yunnan - [Honghe Hani rice terraces](https://whc.unesco.org/en/list/1111) * [The Aral Sea crisis](http://www.columbia.edu/~tmt2120/introduction.htm) * [World Day to combat desertification and drought.](https://www.un.org/en/observances/desertification-day) * [Once written off for dead, the Aral Sea is now full of life](https://www.nationalgeographic.com/news/2018/03/north-aral-sea-restoration-fish-kazakhstan/) * [Death and re-birth of a lake: How water came back to the dry Aral Sea](https://newint.org/features/web-exclusive/2017/06/14/aral-sea-fish-is-back) |
| **Biomes produce food**  Students investigate environmental, economic, and technological factors that influence agricultural yields in Australia and across the world, for example:   * examination of how environmental factors influence agricultural yields for example temperature, water availability, soil, topography. * discussion of economic factors affecting agricultural yields for example global trade, commercialisation of agriculture * explanation of how technology is used to increase agricultural yields for example innovations and advancements in farming practices | Using the map created earlier showing regions where various crops are grown, identify the climatic, topographic and soil types present in those regions. Create a table reflecting these relationships.  Conduct a case study of the production pineapples in the Philippines by Del Monte.  Investigate and create a multimedia presentation on vertical farming in Singapore. Explain how it works and its role in creating food security. | * [World climate regions](https://storymaps.arcgis.com/stories/61a5d4e9494f46c2b520a984b2398f3b) * [Global soil regions](https://www.nrcs.usda.gov/wps/portal/nrcs/detail/soils/use/?cid=nrcs142p2_054013) * [Del Monte Philippines - pineapples](https://www.delmontephil.com/) * [Citiponics – Vertical farm](https://www.citiponics.com/) * [Vertical farming: Singapore’s solution to feed the local urban population](https://www.permaculturenews.org/2014/07/25/vertical-farming-singapores-solution-feed-local-urban-population/) |
| **Challenges to food production**  Students investigate environmental challenges to food production for Australia and other areas of the world, for example:   * description of the impact of water scarcity and pollution on food production * discussion of the impact of land degradation and competing land uses on food production for example urban expansion, biofuel production * assessment of the extent to which climate change can affect the capacity of countries to increase food production | Create a [concept map](https://www.uow.edu.au/student/learning-co-op/effective-studying/concept-mapping/) of the impact of water scarcity on food production Asia.  Identify a number of specific challenges to food production in Asia. Create an infographic identifying the challenge and discussing a possible solution.  The Kyrgyz Republic is considered highly susceptible to climate change due to its dependence on Himalayan snow melt for water for agriculture. Write a report for the Kyrgyz Republic government assessing the extent of the impact of climate change on agriculture in the Kyrgyz Republic. | * [UN Sustainable development goals - Goal 2 Zero hunger](https://www.unenvironment.org/explore-topics/sustainable-development-goals/why-do-sustainable-development-goals-matter/goal-2) * [Climate smart agriculture for the Kyrgyz Republic](https://documents.worldbank.org/en/publication/documents-reports/documentdetail/573511553745853494/climate-smart-agriculture-for-the-kyrgyz-republic) – access a PDF download of the report from this page. |
| **Food security**  Students investigate the capacity of the world’s biomes to achieve sustainable food security for Australia and the world, for example:   * analysis of population projections to predict future demand for food * examination of sustainable practices used to achieve food security | Identify projections for Asia’s population growth over the next 30-40 years. Research the impacts of population growth in Asia on the demand for food in the region.  Examine container gardening in the Philippines. Create a container garden for your classroom and grow some vegetables. | * [Asia is facing a food crisis and needs another $800 billion in the next 10 years to solve it](https://www.cnbc.com/2019/11/27/asias-food-crisis-a-800-billion-investment-needed-in-next-10-years.html) * [Container gardening in the Philippines](https://borgenproject.org/container-gardening-philippines/) * The Manila Times [Container gardening](https://www.manilatimes.net/2013/06/18/lifestyle-entertainment/life-times/container-gardening-choosing-the-right-plant-for-the-pot/10919/10919/) * [Small yard container gardening](https://desertification.wordpress.com/2011/10/07/small-yard-container-gardening-to-be-multiplied-for-all-the-hungry-jojo-rom-willem-van-cotthem/) |

#### Changing places

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| Syllabus content | Teaching and learning activity ideas | Resources |
| **Causes and consequences of urbanisation**  Students investigate the causes and consequences of urbanisation with reference to one Asian country, for example:   * identification of spatial distribution patterns * description of the causes of urbanisation * examination of economic, social, or environmental consequences of urbanisation | Access a map of Asia and mark, all the cities of Asia with a population in excess of 10 million people. There are a number of lists accessible on the internet. Variations in numbers and order are due to variations in the statistics accessed and the way the statistics are compiled.  Access resources to identify and describe causes of urbanisation in China.  Access a range of images and videos and explain what life would be like in some of the following urban places:   * Dharavi - Mumbai * MongKok – Hong Kong * Tondo - Manila | * [Urbanisation and health in China](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3733467) – teacher background information * Dharavi – Mumbai [Slumming it](https://www.youtube.com/watch?v=Im0tHRs9Bng) (duration 48:02) * [The heartbreaking reality of living in a crowed place! | Hong Kong: World's Busiest Cities](https://www.youtube.com/watch?v=3xQKogpt0Cg) – BBC (duration 6:00) |
| **Urban settlement patterns**  Students investigate differences in urban settlement patterns between Australia and another country, for example:   * assessment of the consequences of urban concentrations on the characteristics, liveability, and sustainability of places | Compare and contrast the liveability of a major Australian city with a city of Asia ranked as least liveable, for example:   * Dhaka * Karachi * Tehran * Colombo * Phnom Penh | * [The Global Liveability Index](https://www.eiu.com/n/the-global-liveability-index-2019/) – this is available as a free download if you register on the site |

#### Environmental change and management

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| Syllabus content | Teaching and learning activity ideas | Resources |
| **Environmental change**  Students investigate human-induced environmental changes across a range of scales, for example:   * brief examination of types, and extent, of environmental change | Investigate the scale, and impact of palm oil production in South East Asia. You may wish to focus on either Indonesia or Malaysia. Create an infographic to visualise the scale and impact of palm oil production. | * [World Wide Fund for Nature – Palm Oil](https://www.worldwildlife.org/industries/palm-oil) * [Malaysia is fighting for its billion-dollar palm oil industry](https://www.aljazeera.com/ajimpact/malaysia-fighting-billion-dollar-palm-oil-industry-190821144611519.html) – Al Jazeera |
| **Environmental management**  Students investigate environmental management, including various worldviews and the management approaches of Aboriginal and Torres Strait Islander Peoples, for example:   * discussion of varying environmental management approaches and perspectives | Create a [concept map](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/577?clearCache=cc41926-b617-c151-86ca-9a6933d33db5) to demonstrate the influence of religion on people’s worldview and their interaction with the environment. | * [Religions and environmental protection](https://www.unenvironment.org/about-un-environment/faith-earth-initiative/religions-and-environmental-protection) * [Faith for earth initiative](https://www.unenvironment.org/about-un-environment/faith-earth-initiative) |

#### Human wellbeing

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| Syllabus content | Teaching and learning activity ideas | Resources |
| **Human wellbeing and development**  Students investigate ways of measuring and mapping human wellbeing and development, for example:   * analysis of contemporary trends in human wellbeing and development | Access the Gapminder website. Use the tools available, including graphs, charts, and maps, to investigate patterns and trends in a range of human wellbeing indicators. Develop an infographic for a particular country from Asia of your choice.  Access the Human Development Index. Compare and contrast HDI statistics for three countries in Asia. Create charts to provide a visual representation of HDI statistics.  Investigate the Gini coefficient. Explain what information it provides regarding wellbeing variations within and between countries. | * [Gapminder - tools](https://www.gapminder.org/tools/) * [Global Human development indicators](http://hdr.undp.org/en/countries) * [World Bank - GINI Coefficient](https://data.worldbank.org/indicator/SI.POV.GINI) |
| **Spatial variations in human wellbeing**  Students investigate causes, issues, and consequences of spatial variations in human wellbeing, for example:   * description of spatial variations in human wellbeing and development between and within countries using selected indicators * examination of reasons for and consequences of spatial variations in human wellbeing and development * discussion of issues affecting the development of places and their impact on human wellbeing in one country or region | Access Dollar Street website. Describe variations in people’s lives across a range of places and incomes in Asia  Use the Gapminder tools to describe variations in human wellbeing indicators across Asia.  Choose two or more components of the HDI and explain the impact each component selected would have on human wellbeing. For example:   * years of schooling * life expectancy * income.   Conduct a case study of one country in Asia of the issues affecting the development of the country and their impact on human wellbeing. Use a range of resources including those listed above. Create a multimedia presentation to demonstrate your case study. | * [Dollar Street - Asia](https://www.gapminder.org/dollar-street/?regions=as) * [Gapminder](https://www.gapminder.org/tools/#$chart-type=bubbles) * [UN Human Development Index](http://hdr.undp.org/en/humandev) |
| **Improving human wellbeing**  Students investigate initiatives to improve human wellbeing in Australia and other countries, for example:   * evaluation of initiatives by governments and non-government organisations to reduce spatial variations in human wellbeing | Investigate and report on the aims and progress of the Millennium Development goals  Investigate an NGO that operates in Australia and an Asian country such as World Vision, Plan International, Save the Children fund or another of your choice. Evaluate its effectiveness in reducing variations in human wellbeing | * [Millennium Development Goals](https://www.un.org/millenniumgoals/) * [Asia Pacific Sustainable development goals](https://www.asia-pacific.undp.org/content/rbap/en/home/sustainable-development-goals.html) * [Save the Children](https://www.savethechildren.org.au/donate/child-sponsorship) * [Plan International](https://www.plan.org.au/sponsor-a-child/about-child-sponsorship) * [World Vision](https://www.worldvision.com.au/sponsor-a-child) |

### Stage 4 geography lesson guide

**Teacher note –** below are somesuggested lesson ideas which have been designed to be adjusted for your school’s specific context. Outcomes and syllabus content are included as a guide, but students may not meet the entirety of the included outcome or content points through these tasks and may need further support.

#### Asia and Australia's engagement with Asia – Landscapes and landforms

##### Outcome

GE4-4 examines perspectives of people and organisations on a range of geographical issues

##### Inquiry question

Why do people value landscapes and landforms?

##### Selected syllabus content

**Value of landscapes and landforms**

Students investigate the aesthetic, cultural, spiritual, and economic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples, for example:

* explanation of the aesthetic value of landscapes and landforms to culture and identity

##### Learning intention

To recognise and understand the aesthetic, cultural, spiritual, and economic value of places for a range of groups of people.

##### Teaching and learning activities

* Explain what you understand World Heritage and national heritage to mean.
* Select a world or national heritage landscape or landform. Identify and explain the aesthetic, cultural, spiritual, and economic value of the place
* Explain a range of perspectives of the value of a landscape or landform.

### Stage 5 geography lesson guide

**Teacher note –** below are somesuggested lesson ideas which have been designed to be adjusted for your school’s specific context. Outcomes and syllabus content are included as a guide, but students may not meet the entirety of the included outcome or content points through these tasks and may need further support.

#### Asia and Australia's engagement with Asia – Human Wellbeing

##### Outcome

**GE5-6** analyses differences in human wellbeing and ways to improve human wellbeing

##### Inquiry question

How can the spatial variations in human wellbeing and development be measured and explained?

##### Selected syllabus content

**Spatial variations in human wellbeing**

Students investigate causes, issues, and consequences of spatial variations in human wellbeing, for example:

* description of spatial variations in human wellbeing and development between and within countries using selected indicators

##### Learning intention

To explore, interpret, and explain reasons for spatial variations in human wellbeing and methods for measuring those variations.

##### Teaching and learning activities

* Identify a range of indicators of human wellbeing across a number of countries in Asia.
* Use a variety of maps to display information on human wellbeing in Asia.
* Explain the causes and consequences of spatial variations in human wellbeing within and between countries.

## Relevance for History Stage 4 and 5

History students develop an understanding of the diversity of the peoples of Asia and their contributions to the region and the world, and an appreciation of the importance of the region for Australia and the world. Students understand the dynamic nature of social, cultural, and political relationships within the region over time, and the role that individuals, governments and other organisations play in shaping relationships between peoples and countries. Students develop an appreciation of the history of the Australian–Asian engagement and how this influences contemporary Australian society and relationships with the countries of Asia. They understand the long history of migration to Australia by people from Asia and acknowledge the contributions made over time by Asian Australians to the development of Australia’s culture and society. They also understand the ongoing role played by Australia and individual Australians in major events and developments in the Asia region.

### History - Stage 4

These tables provided a limited number of suggested teaching and learning activities to support the integration of the cross-curriculum priority, Asia and Australia’s engagement with Asia, into teaching and learning programs. This is not a teaching and learning program, but has been designed to be incorporated into existing teaching and learning programs to suit the contextual needs of your school.

#### Depth Study 1: Investigating the ancient past

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| Syllabus content | Teaching and learning activity ideas | Resources |
| The methods and sources used to investigate at least one historical controversy or mystery that has challenged historians or archaeologists, such as an analysis of unidentified human remains  Students use the process of historical investigation to examine at least one historical controversy or mystery | * Research Queen Himiko who ruled part of Japan in the third century CE. Using a range of resources, clarify the location of her kingdom, Yamato. * Investigate and determine, who were the Tarim mummies and where did these people come from? * Investigate the Caravanserais of Tash Rabat. Examine the site and determine if it was a fortress or hotel? | * [Queen Himiko](https://www.ancient.eu/Queen_Himiko/) * [The Lost Kingdom of Yamatai](https://japandaily.jp/the-lost-kingdom-of-yamatai-1943/) * [DNA reveals these red-haired Chinese mummies come from Europe and Asia](https://www.forbes.com/sites/kristinakillgrove/2015/07/18/these-red-haired-chinese-mummies-come-from-all-over-eurasia-dna-reveals/?sh=3585018c3e2c) * [Ancient mummies of the Tarim basin](https://www.penn.museum/sites/expedition/ancient-mummies-of-the-tarim-basin/) * [Connecting the globe along the Silk Road](https://www.nationalgeographic.org/idea/connecting-globe-along-silk-road/?utm_source=BibblioRCM_Row) (Fortress? Or hotel?) * [A slice of the Silk Road](https://www.timetravelturtle.com/tash-rabat-caravanserai-kyrgyzstan/) – Tash Rabat caravanserai, Kyrgyzstan |
| The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples  Students identify ancient sites that have disappeared, or are threatened or have been protected and preserved, for example, Akrotiri, Pompeii, the Pharos Lighthouse, Angkor Wat, Teotihuacan | Identify research an ancient site. Identify the threats to the site and what has been done to protect the site. Some examples include:   * Angkor Wat - Cambodia * Borobudur - Indonesia * Historic Centre of Shakhrisyabz – Uzbekhistan * Samarra Archaeological City - Iraq * Kathmandu Valley – Nepal * Cultural Landscape and Archaeological Remains of the Bamiyan Valley – Afghanistan. | * [World Heritage list](https://whc.unesco.org/en/list/) |

#### The Asian world - India

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| Syllabus content | Teaching and learning activity ideas | Resources |
| The physical features of the ancient society and how they influenced the civilisation that developed there  Students:   * describe the geographical setting and natural features of the ancient society * explain how the geographical setting and natural features influenced the development of the ancient society | Access a map of India and mark and annotate the significant geographical features of Ancient India including:   * The Himalayas * Karakorum mountains * Ganges River * Indus River * Hindu Kush * Karakoram Pass * Khyber Pass * Bolan Pass * Thar desert * Deccan plateau   Note – the Indus Valley is the most significant area of Ancient India. | * Khan academy – [Indus river valley civilisations](https://www.khanacademy.org/humanities/world-history/world-history-beginnings/ancient-india/v/indus-valley-civilization) (duration 10:43) * [Indus River Valley civilizations](https://www.khanacademy.org/humanities/world-history/world-history-beginnings/ancient-india/a/the-indus-river-valley-civilizations) * [Blank outline map of India](https://www.hiclipart.com/free-transparent-background-png-clipart-xjmgi) * [Indus Valley Civilization: Crash Course World History #2](https://www.youtube.com/watch?v=n7ndRwqJYDM) (duration 9:34) |
| Roles of key groups in the ancient society in this period (such as kings, emperors, priests, merchants, craftsmen, scholars, peasants, women), including the influence of law and religion  Students:   * outline the main features of the social structures and government of the ancient society, including the role of law and religion * describe the roles of key groups in the society * describe the everyday life of men, women, and children in the society | Create a social pyramid of the key groups in Ancient India. Include Identify their roles in society and relationship to other groups. Ensure you mention the caste system.  Describe key features of everyday life for different people in the Indus Valley.  Write a schedule describing a day in the life of a person in ancient India. | * Khan Academy – [Varnas and the Caste system](https://www.khanacademy.org/humanities/world-history/ancient-medieval/hinduism/v/varnas-and-caste-sytem) (duration 8:07) * [Buddha and Ashok](https://www.youtube.com/watch?v=8Nn5uqE3C9w) (duration 12:16) * [What was everyday life like in the Indus Valley?](https://www.bbc.co.uk/bitesize/topics/zxn3r82/articles/zghy34j) |
| The significant beliefs, values, and practices of the ancient society, with a particular emphasis on at least one of the following areas: warfare, or death and funerary customs  Students explain how the beliefs and values of the ancient society are evident in practices related to one of the following:   * warfare * death and funerary customs | Use the internet to research the following concepts and stories and explain their relationship to warfare in ancient India:   * The Mahabharata * The Ramayana * Dharma Yuddah Hindu term for righteous warfare)   Investigate and report on Hindu beliefs around death and reincarnation. | * [Hinduism and war](https://www.bbc.co.uk/religion/religions/hinduism/hinduethics/war.shtml) * [The Ramayana](https://asiasociety.org/education/ramayana) * [The Mahābhārata](https://www.brown.edu/Departments/Sanskrit_in_Classics_at_Brown/Mahabharata/index.shtml) * [The Pyres of Varanasi: Breaking the Cycle of Death and Rebirth](https://www.nationalgeographic.com/photography/proof/2014/08/07/the-pyres-of-varanasi-breaking-the-cycle-of-death-and-rebirth/) (duration 1:46) |
| Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of empires and the spread of philosophies and beliefs  Students:   * identify contacts and conflicts of peoples within the ancient Asian world * outline significant contacts with other societies, for example trade, warfare, and conquest * explain the consequences of these contacts with other societies, for example developments in trade, the spread of philosophies and religious beliefs and the emergence of empires * explain the legacy of the chosen Asian society | Create and annotate a storyboard timeline of significant contacts between Ancient India and the outside world. This may include:   * Aryan immigration (Aryan refers to people from ancient Persia who spoke an Indo-European language) * invasion of Alexander the Great * trade with the Roman Empire * Invasion of the Huns * Achaemenid (Persia) conquest of the Indus Valley * trade with Vietnam.   Students may choose to use PowerPoint or Google Slides for this task or another form of [graphic organiser](https://commons.wikimedia.org/wiki/Category:Storyboards?clearCache=5ce3fa9-7dad-add1-b05f-7b5df1c6fdc7).  Choose one of these events from above and explain the effects of this contact with a concept map. Investigate and create a report on the origin of our numbering system – Hindu-Arabic numerals.  Undertake a case study of Borobudur temple compounds. Explain evidence of ancient Indian influences for example:   * Buddhism * Ramayana * Architecture. | * [The Indo-Aryan Migration and the Vedic Period](https://courses.lumenlearning.com/suny-hccc-worldcivilization/chapter/the-indo-aryan-migration-and-the-vedic-period/) * [Greeks come to India](https://www.asiaeducation.edu.au/curriculum/history/details/investigation-4-greeks-come-to-india) * [Borobudur Temple compounds](https://whc.unesco.org/en/list/592/) UNESCO World Heritage listing * [Borobudur and the concept of path in Buddhism](https://www.khanacademy.org/humanities/ap-art-history/south-east-se-asia/indonesia-art/a/borobudur) |
| The role of a significant individual in the ancient Asian world, for example Chandragupta Maurya, Ashoka, Confucius, or Qin Shi Huang Di  Students using a range of sources, including ICT, investigate the role of a significant individual in the ancient Asian world   * assess the role and importance of the individual chosen | Create an infographic to assess the importance of one of the following individuals to Ancient India:   * Chandragupta Maurya * Emperor Ashoka. | * [Who was Ashoka?](https://www.nationalgeographic.com/culture/people/reference/ashoka/) * Chandragupta Maurya, founder of [The Maurya Empire](https://courses.lumenlearning.com/boundless-worldhistory/chapter/the-maurya-empire/) * [Iron Age India - The Mauryas: Chandragupta](https://www.historyfiles.co.uk/FeaturesFarEast/India_IronAge_Mauryas01.htm) |

#### The Asian world - China

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| Syllabus content | Teaching and learning activity ideas | Resources |
| The physical features of the ancient society and how they influenced the civilisation that developed there  Students:   * describe the geographical setting and natural features of the ancient society * explain how the geographical setting and natural features influenced the development of the ancient society | Obtain a blank map of China and mark in the following features:   * Yangtze River * Yellow river * Himalayas * Tibetan Plateau * Taklamakan Desert * Tengger Desert * East China Sea * South China Sea * Rainforests.   On the map of China labelled above, annotate each of the features marked with the impact of the feature had on the development of the ancient Chinese civilisation. | * [Topographic map of China](https://upload.wikimedia.org/wikipedia/commons/7/7b/China_topography_full_res.jpg) * An internet search for “impact of geography on China” provides a number of sources of information to address this task. |
| Roles of key groups in the ancient society in this period (such as kings, emperors, priests, merchants, craftsmen, scholars, peasants, women), including the influence of law and religion  Students:   * outline the main features of the social structures and government of the ancient society, including the role of law * describe the roles of key groups in the society and religion * describe the everyday life of men, women, and children in the society | Divide the class in to groups and allocate a social class to each group. Students research their social group and its role in ancient Chinese society. Conduct a class debate where students argue and defend the position that their allocated social group is the most important group in society.  Create a short play for students to act out, that depicts the roles and lives of a variety of individuals in ancient Chinese society. | * [The mandate of heaven and Confucius](https://www.youtube.com/watch?v=ylWORyToTo4) (duration 12:11) |
| The significant beliefs, values, and practices of the ancient society, with a particular emphasis on at least one of the following areas: warfare, or death and funerary customs  Students explain how the beliefs and values of the ancient society are evident in practices related to one of the following:   * warfare * death and funerary customs | Research the origins, purpose, and extent of The Great Wall of China. Explain what the construction of it tells us about ancient Chinese beliefs about the conducting of warfare.  Investigate the Mausoleum of Qin Shi Huangdi and the Terracotta Warriors. Explain what the mausoleum tells us about ancient Chinese beliefs around death, funerary customs, and the afterlife. | * [See China’s iconic Great Wall from above](https://www.nationalgeographic.com/travel/world-heritage/great-wall-china/) (duration 1:34) * [UNESCO - The Great Wall](https://www.youtube.com/watch?v=RwF8NPevZxw) (duration 2:57) * [TedED – What makes the Great Wall of China so extraordinary](https://www.youtube.com/watch?v=23oHqNEqRyo&list=PLJicmE8fK0Eh7yolyPIVhJdPzLuTYC9In&index=35&t=0s) (duration 4:29) * [Mausoleum of the First Qin Emperor](https://whc.unesco.org/en/list/441/) * [Ted ED – The history of China’s terracotta warriors](https://www.youtube.com/watch?v=mP5p4QbvPtc&list=PLJicmE8fK0Eh7yolyPIVhJdPzLuTYC9In&index=39&t=96s) (duration 4:31) |
| Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of empires and the spread of philosophies and beliefs  Students:   * identify contacts and conflicts of peoples within the ancient Asian world * outline significant contacts with other societies, for example trade, warfare, and conquest * explain the consequences of these contacts with other societies, for example developments in trade, the spread of philosophies and religious beliefs and the emergence of empires * explain the legacy of the chosen Asian society | Qin Shi Huangdi’s armies attacked and colonised the lands of tribes in southern China and northern Vietnam. Describe the long-term effect of these colonisations.  Research the history and extent of the Silk Road. Explain the significance of the Silk Roads with regards to the exchange of ideas and products.  Discuss the ongoing influence of ancient China in the modern world, for example:   * paper * gunpowder * porcelain * Confucianism * compass * “The Art of War.” | * A search of the internet will identify a range of resources relating ancient Chinese contact with Vietnam. * [The Silk Road](https://www.khanacademy.org/humanities/world-history/ancient-medieval/silk-road/v/early-silk-road) (duration 6:53) * [World cultural heritage along the Silk Roads](https://en.unesco.org/silkroad/silk-road-themes/world-cultural-heritage) * [Ted-Ed: The Silk Road: Connecting the ancient world through trade](https://ed.ted.com/lessons/the-silk-road-history-s-first-world-wide-web-shannon-harris-castelo#review) (duration 5:18) * [The Silk Road and ancient trade](https://www.youtube.com/watch?v=vfe-eNq-Qyg) (duration 10:30) * [Ancient China: inventions and technology](https://www.ducksters.com/history/china/inventions_technology.php) |
| The role of a significant individual in the ancient Asian world, for example Chandragupta Maurya, Ashoka, Confucius, or Qin Shi Huang Di  Students using a range of sources, including ICT, investigate the role of a significant individual in the ancient Asian world   * assess the role and importance of the individual chosen | Create a virtual museum exhibit to highlight the achievements of Qin Shi Huangdi the first emperor. Investigate three of the following achievements to be included in your exhibit. Ensure you explain the significance of these achievements in laying the foundations for modern China:   * standardisation of weights * standardisation of the writing system * building of the Grand Canal * road building * standardised the currency * codified laws * meritocracy in the Chinese government bureaucracy.   Discuss the unifying influence on the people of ancient China of Qin Shi Huangdi’s achievements. Consider the connections and sense of oneness or nationhood these achievements would have created. |  |

#### Medieval Europe (c. AD 590 – c. 1500)

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| Syllabus content | Teaching and learning activity ideas | Resources |
| The way of life in Medieval Europe (social, cultural, economic, and political features) and the roles and relationships of different groups in society  Students identify the extent and key sites of Medieval Europe | Conduct research to identify and mark on a map of Europe the Eastern Roman Empire (also known as the Byzantine Empire. The Byzantine Empire exists until it is conquered by the Ottoman Empire in 1453 CE).  Mark on a map the extent of the Byzantine Empire the middle of the 6th century CE  Mark and label on a map of Europe and West Asia the extent of the Ottoman Empire at the end of the medieval period circa 1500 CE | * [Justinian and the Byzantine Empire](https://www.khanacademy.org/humanities/world-history/medieval-times/byzantine-empire/v/justinian-and-the-byzantine-empire) (duration 8:51) * [Why the Ottoman Empire rose and fell](https://www.nationalgeographic.com/history/reference/modern-history/why-ottoman-empire-rose-fell/) |
| Significant developments and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture, medieval manuscripts, and music  Students:   * identify and describe significant developments and/or cultural achievements of Medieval Europe in at least one of the following areas: architecture, art, medieval manuscripts, literature, and music * explain the changing relations between Islam and the West during the medieval era, including the Crusades * using a range of sources, outline what is revealed about different perspectives on the Crusades | Identify and describe the influence of Islamic knowledge and culture on Western European culture and knowledge. Investigate and report on the knowledge and learning centres (these were known as a House of Wisdom) particularly in Moorish Spain. Interactions of Islam, Christianity, and Judaism.  Conduct a case study of the architectural features of the Alhambra and the Mesquite (Cordoba) in southern Spain.  Examine the nature of relations between Muslims, Christians, and Jews in Spain during the time of the various Islamic Caliphates in Spain.  Watch the videos of an The Crusades: Arab perspective. Note key points from the videos and create an affinity diagram to summarise the different perspectives on the Crusades. | * [Lessons from the Golden Era of Andalusia](https://www.aljazeera.com/programmes/aljazeeraworld/2018/07/lessons-golden-era-andalusia-180730080323956.html) * [The Islamic World in the Middle ages](https://www.bbc.co.uk/bitesize/guides/zx9xsbk/revision/8) * [Science, medicine, and everyday life in the Islamic world](https://www.bbc.co.uk/bitesize/guides/zx9xsbk/revision/7) * [How Early Islamic Science Advanced Medicine](https://www.nationalgeographic.com/history/magazine/2016/11-12/muslim-medicine-scientific-discovery-islam/) * [The Alhambra](https://whc.unesco.org/en/list/314) * [The historic centre of Cordoba](https://whc.unesco.org/en/list/313) * [Muslim Spain 711-1492](https://www.bbc.co.uk/religion/religions/islam/history/spain_1.shtml) * [The Crusades: An Arab perspective part 1](https://www.aljazeera.com/programmes/the-crusades-an-arab-perspective/2016/12/shock-crusade-conquest-jerusalem-161205081421743.html) (duration 47:00) * [The Crusades: An Arab perspective Part 2](https://www.aljazeera.com/programmes/the-crusades-an-arab-perspective/2016/12/revival-muslim-response-crusades-161210142659166.html) (duration 47:00) * [The Crusades: An Arab perspective Part 3](https://www.aljazeera.com/programmes/the-crusades-an-arab-perspective/2016/12/unification-saladin-fall-jerusalem-161219060659446.html) (duration 47:00) * [The Crusades: An Arab perspective Part 4](https://www.aljazeera.com/programmes/the-crusades-an-arab-perspective/) (duration 47:00) |
| The role of significant individuals  Students using a range of sources, investigate and assess the role of significant medieval individuals: Saladin,   * use sources to identify different perspectives on the chosen individuals | Create a PMI chart and then assess the role of Saladin in the Holy Lands and his actions during the Crusades.  Write a short monologue from the perspective of one of the following individuals on their viewpoint of the crusades, for example:   * Crusader Knight * Richard the Lionhearted * a Christian resident of Jerusalem * a Muslim soldier. | * [Salah al-Din al-Ayubbi](https://www.jewishvirtuallibrary.org/salah-al-din-al-ayubbi-quot-saladin-quot) (“Saladin”) * [Who was Salahuddin?](https://www.youtube.com/watch?v=wK9067PNbWQ) (duration 2:07) |

#### The Ottoman Empire

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| Syllabus content | Teaching and learning activity ideas | Resources |
| The way of life in the Ottoman Empire (social, cultural, economic, and political features) and the roles and relationships of different groups in society  Students:   * identify key sites and the extent of the Ottoman Empire during this period * describe the everyday life of men, women, and children in the Ottoman Empire * outline key cultural, economic, and political features of the Ottoman Empire | Identify and label on a map key sites of Ottoman expansion for example:   * Constantinople * Sofia * Athens * Belgrade * Budapest * Vienna * Jerusalem * Mecca * Tripoli.   Create a role play for a family activity reflecting the roles and responsibilities of men, women, and children in the Ottoman Empire.  The geographic location of the empire made it a key cross road in overland trade from Asia to Europe. Research the Empire’s place and role in trade along the Silk Road trade routes.  There are several significant cultural features of the Ottoman empire that are significant today. Research and report on the role and importance of some of the following:   * Grand bazaar * coffee house * bath house. | * [Atlas of the Ottoman Empire](https://commons.wikimedia.org/wiki/Atlas_of_the_Ottoman_Empire#/media/File:OttomanEmpireIn1683.png) * [Venice and the Ottoman Empire](https://www.youtube.com/watch?v=UN-II_jBzzo) (duration 10:11) * [Ottoman Empire (1301-1922)](https://www.bbc.co.uk/religion/religions/islam/history/ottomanempire_1.shtml) * [Baths and Bathing Culture in the Middle East: The Hammam](https://www.metmuseum.org/toah/hd/bath/hd_bath.htm) * [The tradition of coffee and coffeehouses among Turks](http://www.turkishculture.org/lifestyles/lifestyle/coffeehouses-204.htm) |
| Significant developments and/or cultural achievements that reflect the power and influence of the Ottoman Empire, such as the fall of Constantinople in AD 1453, art and architecture  Students:   * identify and describe significant developments and/or cultural achievements of the Ottoman Empire in art and architecture * sequence and explain significant developments in extending the strength and influence of the Ottoman Empire in the Middle East and Europe, for example the Battle of Kosovo, the fall of Constantinople, and the Sieges of Rhodes and Vienna | Select a range of examples of Ottoman art and architecture and explain the key design features.  Create and annotate a timeline identifying and explaining significant events during the Ottoman Empire for example:   * 1299 Osman I came to power founding the Ottoman Empire * 1309 Siege of Rhodes * 1453 Fall of Constantinople * 1463-1520 conquest of Balkan region and North Africa. * First Siege of Vienna 1529 * 1533-1551 further expansion of the empire in the Middle East and North Africa. * 1683 Battle of Vienna * 1923 End of the Ottoman Empire, modern Turkey established. | * [The Art of the Ottomans before 1600](https://www.metmuseum.org/toah/hd/otto1/hd_otto1.htm) * [The Art of the Ottomans after 1600](https://www.metmuseum.org/toah/hd/otto_2/hd_otto_2.htm) * [Why the Ottoman Empire rose and fell](https://www.nationalgeographic.com/history/reference/modern-history/why-ottoman-empire-rose-fell/) * [TedEd - The city of walls: Constantinople](https://www.youtube.com/watch?v=MNMoi5Af1SY&list=PLJicmE8fK0Eh7yolyPIVhJdPzLuTYC9In&index=67&t=0s) (duration 4:16) |
| The role of significant individuals in maintaining the strength and influence of the Ottoman Empire  Students:   * investigate and assess the importance of significant individuals, for example Selim I, or Suleiman the Magnificent, in extending and maintaining the strength and influence of the Ottoman Empire * use sources to identify different perspectives on the chosen individuals * discuss how the Ottoman Empire has influenced the world today | . Write a report on the significant achievements of Suleiman the Magnificent (also spelled Suleyman), for example:   * expansion of the Ottoman empire * construction and repair of major buildings for example, Süleymaniye Mosque or Selimiye en Edirne * Kanuni – single legal code for the empire * protection of Jewish people in the empire * artistic development * encouragement of poetry.   Write a diary entry about Suleyman the Magnificent from the perspective of Jewish citizen of the empire, a farmer in the empire, a civilian in Vienna during the siege, an Ottoman soldier, and a Knight Hospitaller.  Identify three ways the Ottoman empire has influenced the modern world and create a PMI chart to explore these influences, for example:   * architecture * art * ANZAC day * furniture “the ottoman” * influence of Islam in south-eastern Europe. | * [The age of Suleiman the magnificent](https://www.metmuseum.org/toah/hd/suly/hd_suly.htm) |

#### Angkor Khmer Empire (c. AD 802 – c. 1431)

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| Syllabus content | Teaching and learning activity ideas | Resources |
| The way of life in the Khmer Empire, including social, cultural, economic, and political features  (including the role of the king)  Students:   * identify key sites and the extent of the Angkor/Khmer Empire during this period * describe everyday life in the Angkor/Khmer Empire * outline key cultural, economic, and political features of life in the Angkor/Khmer Empire * identify the roles and relationships of key groups in the Angkor/Khmer Empire | The Angkor/Khmer empire was at its greatest between the 11th and 13th centuries. Write a description of the geographical extent of the empire at this time. Describe the capital city of Angkor (Yasodharapura)  Conduct a scavenger hunt of key sites of the Khmer Empire using Google Street view and describe the features of each location, for example:   * Angkor Wat * Angkor Thom * Baksei Chamkrong * Phnom Bakheng * Baphuon * Terrace of the Elephants * Neak Poun * Phimeanakas * Tep Pranam * Preah Khan * Koh Ker.   Explore a range of bas reliefs from temples of the Khmer empire. Explain what they tell us about everyday life from this period.  Create a multimedia presentation explaining the nature of warfare, including the use of elephants, infantry, and navy by the Khmers.  Conduct research and identify the key roles and responsibilities of the king and their relationship to other groups in society. Conduct an interview for the job of king of the Khmer empire from the perspective of the different groups in society for example:   * soldier * nobility * bureaucracy * trader * farmer/labourer. | * [Asia Education Teachers Association Journal September 2019 – The Khmer Empire](https://aeta.org.au/2019/09/20/aeta-journal-volume-47-no-1-september-2019/) * [The Khmer Empire](https://www.loc.gov/resource/g8011s.ct002801/?r=-0.425,-0.066,1.882,1.472,0) * [Temples of Angko](https://www.google.com/maps/about/behind-the-scenes/streetview/treks/angkor/)r – Google Street view tour * [Diving Angkor](https://www.nationalgeographic.com/magazine/2009/07/divining-angkor/) * ABC Splash - [Exploring Angkor with Zhou Daguan](https://education.abc.net.au/home#!/digibook/1632345/exploring-angkor-with-zhou-daguan) |
| The reasons for Angkor's rise to prominence, including wealth from trade and agriculture  Students:   * describe the status and power of the king * explain how the wealth from trade and agriculture contributed to Angkor's rise to prominence | Conduct a case study of one of the kings of the Khmer empire including the sources of their power, status in society, perception of the king by everyday people and the king’s roles and responsibilities, for example:   * Jayavarman II 802–35 * Suryavarman II 1113–50 * Jayavarman VII 1181–1219.   Investigate and complete a [quick write task](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/548?clearCache=6e8082e6-632e-c2d7-2d92-700dd2faf84) explaining the relationship between wealth and the capacity to undertake capital works and maintain an effective army. |  |
| The cultural achievements of the Khmer civilisation, including its system of water management and the building of the temples of Angkor  Students using a range of sources and the site of Angkor as an historical source, describe what it reveals about Angkor/Khmer life and culture. This could include:   * the construction of the temples * the system of water management * religion * agriculture | Research and explain the use of water by the Khmers. Create a diagram showing the sophisticated movement of water around the capital city, Angkor/Yasodharapura. | * [UNESCO Angkor Wat world heritage site](https://whc.unesco.org/en/list/668/) * [Soaring over Cambodia’s stunning stone city](https://www.nationalgeographic.com/travel/world-heritage/angkor/) * [Angkor Wat](https://www.khanacademy.org/humanities/ap-art-history/south-east-se-asia/cambodia-art/a/angkor-wat) |
| Theories of the decline of Angkor, such as the overuse of water resources, neglect of public works as a result of ongoing war, and the effects of climate change  Students:   * outline theories about the decline of Angkor and assess which factors were most significant * explain the significance of Angkor today | Research and create an oral presentation on the theories of the decline of the Khmer Empire for example:   * overuse of water * neglect of public works * drought * ongoing war or invasion.   Examine the importance of Angkor as a source of evidence of the Khmer empire.  Explain its significance in Cambodian identity, heritage and as a major tourist attraction.  Explain the reasons Angkor Wat is on the flag of Cambodia.  Investigate the role of Angkor and the Khmer empire in inspiring the Khmer Rouge revolution and genocide. | * [Geoarchaeological evidence from Angkor, Cambodia, reveals a gradual decline rather than a catastrophic 15th-century collapse.](https://www.pnas.org/content/116/11/4871) * [Angkor engineered its own demise](https://www.abc.net.au/science/articles/2007/08/14/2003344.htm) * [Angkor Wat’s collapse from climate change has lessons for today](https://www.nationalgeographic.com/news/2017/04/angkor-wat-civilization-collapsed-floods-drought-climate-change/) * [Drought Led to Demise of Ancient City of Angkor](https://www.livescience.com/17702-drought-collapse-ancient-city-angkor.html) |

#### Japan under the Shoguns (c. AD 794 – 1867)

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| Syllabus content | Teaching and learning activity ideas | Resources |
| The way of life in Shogunate Japan, including social, cultural, economic, and political features (including the feudal system and the increasing power of the shogun)  Students:   * sequence the Nara and Heian periods and the Kamakura, Muromachi and Tokugawa shogunates * identify key places in Japan during this period * outline key cultural, economic, and political features of this society, including the increasing power of the shogun * identify the roles and relationships of key groups in this society using sources * describe the everyday life of men, women, and children in Japan under the shoguns | Create an annotated timeline including images of Japanese medieval history. Ensure the timeline is created to scale.  Introduce key terminology and define terms for example:   * samurai * daimyo * ronin * seppuku * shogun.   Access a blank outline map of Japan and mark and label the following on it:   * Tokyo (Edo) * Kamakura * Nara (Heijo-kyo) * Kyoto (Heian-kyo) * Nagasaki * Osaka * Kyushu * Shikoku * Honshu * Hokkaido.   Create a social hierarchy pyramid including:   * Emperor/shogun * Warriors – noble families/daimyo/samurai * Farmers/peasants * Artisans/ craftsmen * Merchants * Hinin including Ronin.   Include a description of the roles and relationships between the various groups. Explain why farmers and peasants were more highly regarded than artisans and merchants. Who were the Ronin?  Examine and explain the role Shintoism, Buddhism and Confucianism in Medieval Japan.  Describe the role of the shoen in medieval Japan.  Conduct a case study of Himeji-jo castle, examining its architecture. Create a Padlet (or similar) identifying and explaining the significant architectural features of the castle.  Read and explain the significance of the story of the 47 Ronin as a reflection of key cultural features of Japanese society.  Using the information from the previous activity, imagine your family are farmers/peasants in medieval Japan. Write a diary for a week describing your life and the activities you undertake. Describe your relationship and duties to your parents. | * [Japan - timeline](https://www.japanpitt.pitt.edu/timeline#8) * [Asia Education Teachers Association Journal September 2018 -The Tokugawa Shogunate: The shaping of Modern Japan](https://aeta.org.au/2018/09/20/aeta-journal-volume-46-no-1-september-2018/) * [Japanese History: A chronological outline](http://afe.easia.columbia.edu/timelines/japan_timeline.htm) * [Classical Japan during the Heian Period](https://www.khanacademy.org/humanities/world-history/medieval-times/medieval-japan/v/classical-japan-during-the-heian-period-world-history-khan-academy) (duration 3:42) * [A Guide to Samurai Governments, 1185-1868](http://afe.easia.columbia.edu/special/japan_1000ce_samurai.htm) * [Japan in Heian period and cultural history](https://www.youtube.com/watch?v=ZnZEoOJ-cxE) (duration 13:32) * [Himeji-jo castle](https://whc.unesco.org/en/list/661/) * [Shoguns, samurai and the Japanese Middle Ages](https://www.khanacademy.org/humanities/world-history/medieval-times/medieval-japan/v/shoguns-samurai-and-the-japanese-middle-ages) (duration 6:26) * [Exploring Japan: Samurai – Warrior Class of Japan](http://www.virtualmuseum.ca/edu/ViewLoitCollection.do;jsessionid=A423C219074A3F6DEB46BDD53D1A2F9F?method=preview&lang=EN&id=5) * [The tale of the 47 ronin](http://afe.easia.columbia.edu/special/japan_1450_47ronin.htm) * [Japan's shoguns keep everyone in their places](https://education.abc.net.au/home#!/media/1253391/japan-s-shoguns-keep-everyone-in-their-places) (duration 4:00) |
| The role of the Tokugawa Shogunate in reimposing a feudal system (based on daimyo and samurai) and the increasing control of the shogun over foreign trade  Students:   * outline how the Tokugawa Shogunate took control of Japan by AD 1603 * describe how the Tokugawa Shoguns revived the feudal system in Japan * explain how foreign trade was controlled by the Tokugawa Shoguns | Create a storyboard outlining the significant events of the Tokugawa taking control of Japan.  Create a web page to help students explore the changes the Tokugawa shogunate brought to Japan after 1600CE, including:   * redistributing land * limiting the power of daimyos * enforcing a rigid social class structure * controlling foreign trade and taxing it heavily * establishing Nagasaki as the main trading port * expelling all Christian missionaries. | * [Samurai, Daimyo, Matthew Perry, and Nationalism](https://www.youtube.com/watch?v=Nosq94oCl_M) (duration 11:52) * [The Tokugawa](http://afe.easia.columbia.edu/main_pop/kpct/kp_tokugawa.htm) |
| The use of environmental resources in Shogunate Japan and the forestry and land use policies of the Tokugawa Shogunate  Students:   * describe how the Japanese used land and forests as resources * outline the Tokugawa Shogunate's policies on forestry and land use | Create a [concept map](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/577?clearCache=fd77aa7d-b408-93d2-f993-10a9119fb7d8) to demonstrate the relationship between the topography of Japan and traditional farming and building practices. Identify issues likely to arise as the population grew during the Edo period.  Research the Tokugawa shogunate’s responses to environmental issues and extend your concept map by relating the response to the relevant issue. | * [Forestry practices under the Tokugawa Shoguns](https://www.tes.com/teaching-resource/forestry-practices-under-the-tokugawa-shoguns-11320623) * An internet search for Tokugawa forestry practices will find a number of documents to support this section. |
| Theories about the decline of the Shogunate, including modernisation and westernisation, through the adoption of Western arms and technology  Students:   * explain why the Tokugawa Shoguns isolated Japan from the rest of the world from AD 1639 * identify examples of modernisation and westernisation in Japan in this period and explain their impact * assess the importance of Western influence on the decline of the Shogunate * explain how the Shogunate have influenced modern Japan | Imagine you are an advisor to the shogun. Write report highlighting concerns around the European influence in Japan and propose the policy of Sakoku. You need to explain the policy of Sakoku, what it will do and how it will be enforced.  Research Commodore Matthew Perry and the 1853 mission from America to establish trade with Japan. Read and explain the significance of the letters from the American president to the Emperor of Japan.  Create a concept map of the changes that occurred during the Meiji Restoration.  Create a class test (to be automatically marked using [Google Forms](https://docs.google.com/forms/d/1nxooprO_h_i9zm73siBHNzr0cTzZMWTr-3E2vEzKzuM/template/preview?clearCache=281c967-1790-2e40-78fb-72ae703ba856) or [Microsoft Forms](https://forms.office.com/Pages/ShareFormPage.aspx?id=muagBYpBwUecJZOHJhv5kbGmY9oynbxKoiMv3Km1CN1UN0VGSDkxTjI0MVo0UFJPWVNDTjgxMldTNyQlQCN0PWcu&sharetoken=vmC1nRLzTtkESj4eWJci&clearCache=b94b9966-e6e5-e60-3e9f-911aaf05275)) on the reasons for the decline of the Tokugawa Shogunate. Your test needs 10 questions requiring a mixture of true/false, multiple choice and short answer questions.  Write a haiku explaining one of the cultural legacies of the shogunate era, for example:   * calligraphy * bonsai * Noh drama * the tea ceremony, * Zen gardens and * ikebana (flower arranging) * geisha (female entertainers) * kabuki * theatre * bunraku (puppet theatre) * woodblock * printing (ukiyo-e) * haiku. | * [Japan: The Tokugawa (1600-1868)](http://afe.easia.columbia.edu/main_pop/kpct/kp_tokugawa.htm) * [Index of documents - Japan](http://afe.easia.columbia.edu/main_pop/kpct/kp_tokugawa.htm) (this page has a list of documents relevant to medieval Japan including the various Tokugawa edicts related to the policy of Sakoku). * [Commodore Perry and Japan (1853-1854)](http://afe.easia.columbia.edu/special/japan_1750_perry.htm) * [The fall of Tokugawa shogunate](https://www.sjsu.edu/faculty/watkins/tokufall.htm) * [Tokugawa shogunate is overthrown](https://education.abc.net.au/home#!/media/1253435/tokugawa-shogunate-is-overthrown) (Duration 5:01) |

#### The Polynesian expansion across the Pacific (c. AD 700 – 1756)

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| Syllabus content | Teaching and learning activity ideas | * Resources |
| Theories about the origin and spread of Polynesian settlers throughout the Pacific  Students outline theories about the origin and spread of Polynesian settlers throughout the Pacific | Explore and collate evidence that Polynesian expansion across the Pacific was from Asia, the West to East Theory, for example:   * language * tools * DNA | * [People of the Pacific](https://www.globaleducation.edu.au/case-studies/people-of-the-pacific.html) * [Wayfinders - Polynesian history and Origin](https://www.pbs.org/wayfinders/polynesian3.html) |

#### Mongol Expansion (c. AD 1206 – c. 1368)

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| Syllabus content | Teaching and learning activity ideas | Resources |
| The nomadic lifestyle of the Mongols and the rise of Temujin (Genghis Khan)  Students:   * identify the extent and geographical features of the Mongol homeland * describe the features of Mongol nomadic life * describe key political and economic features of Mongol society * describe the life and impact of Temujin (Genghis Khan) on Asia and the Middle East | Use a range of resources to identify and describe the geographical extent of the Mongol empire.  Research and create a class definition for the term nomadic.  Describe the Mongols use of livestock for example:   * sheep * yaks * horses (transport, cultural identity, and source of food) * camels.   Investigate the design and features of the ger (portable home).  Define what Khan means.  Create a timeline of the significant events and achievements of Genghis Khan. | * [Ted ED – The rise and fall of the Mongol Empire](https://www.youtube.com/watch?v=wUVvTqvjUaM) (duration 5:00) * [The Mongols](https://www.youtube.com/watch?v=szxPar0BcMo) (duration 11:31) * [The pastoral nomadic life TedED – History vs Genghis Khan](https://www.youtube.com/watch?v=Eq-Wk3YqeH4&list=PLJicmE8fK0Eh7yolyPIVhJdPzLuTYC9In&index=38&t=0s) (duration 6:06) * [Key figures in Mongol history – Genghis Khan](http://afe.easia.columbia.edu/mongols/figures/figures.htm) |
| The organisation of the Mongol army under Genghis Khan and the treatment of conquered peoples, such as the codification of laws and exemption of teachers, lawyers, and artists from taxes  Students:   * outline the organisation of Genghis Khan's Mongol army * describe the Mongol policies used in governing their empire including laws and taxes * using a range of sources, describe how the Mongols treated conquered peoples | Describe the principle of ten that Genghis Khan used to organise his forces.  Why were horses important to the Mongols’ success? Examine the paintings and describe the use and importance of horses.  Read “All the Khan’s horses” – a link to the PDF is available on the “The advantage of bow and horse” weblink.  Research and describe the “Pax Mongolica” and the terms of it in relation to the treatment of conquered peoples. Identify the laws.  Explain the Yasa, written laws laid down by Genghis Khan.  Describe the effect of Mongol religious tolerance on conquered peoples on those groups. | * [The Mongol conquests](http://afe.easia.columbia.edu/mongols/conquests/conquests_2b.htm) * [Horses: The Key to the Mongols' Military Strategy](http://afe.easia.columbia.edu/mongols/pop/conquests/battle_pop.htm) * [The advantage of the bow and horse](http://afe.easia.columbia.edu/mongols/pop/conquests/cavalry_pop.htm) * [Mongols](http://www.oxfordislamicstudies.com/article/opr/t243/e228?_hi=1&_pos=2) * [The Mongols Mark on history](http://afe.easia.columbia.edu/mongols/history/history5.htm) * [The pax Mongolica](https://www.nationalgeographic.org/encyclopedia/pax-mongolica/) * University of Washington – [The Pax Mongolica](http://www.silkroadfoundation.org/artl/paxmongolica.shtml) * [Mongols](http://www.oxfordislamicstudies.com/article/opr/t236/e1064?_hi=1&_pos=3) |
| The extent of the Mongol expansion as one of the largest land empires in history, including life in China before, during and after the Mongol conquest  Students:   * locate the extent of the Mongol conquests and expansion across Asia and Europe * describe the impact of Mongol rule on Chinese social structure * explain the cultural and religious consequences of Mongol rule in China * explain how and why life in China changed under Mongol rule | Create a map that shows the various stages and extents of Mongol expansion across Asia and Europe:   * Great Khanate * The Golden Horde * Ilkhanate * Chagatai khanate.   Identify the changes that Kublai Khan brought to China. Create a flow chart to show the consequences and effects of these changes in Chinese society, culture, and religion. | * [The rise of the Mongols](https://www.sutori.com/item/breakup-of-the-mongol-empire-1294-the-mongol-empire-always-had-disputes-over-su) * [Empire of Genghis Khan at his death](https://etc.usf.edu/maps/pages/3600/3656/3656.htm) * [Mongol Empires](https://www.hyperhistory.com/online_n2/maptext_n2/mongol.html) * [The Mongols in China](http://afe.easia.columbia.edu/mongols/china/china.htm) * [The Mongol Dynasty](https://asiasociety.org/education/mongol-dynasty) -When Kublai Khan Ruled China |
| The consequences of the Mongol expansion, including contributions to European knowledge and trade routes  Students:   * using a range of sources describe and assess the significance of Mongol expansion, including contributions to European knowledge and the increase in commerce with Asia and Europe * assess the reign and contributions of Kublai Khan to the Chinese empire and the wider world | Why and how did the Mongols promote the maintenance and encouragement of trading along the Silk Road trade routes?  Create a map showing the various routes and significant cities that are known as the Silk Road.  Produce a travel brochure promoting a tour, following the travels of Marco Polo. You must include a brief report on the historical significance of his travels  Write an exam question and suggested responses to assess the reign and contributions of Kublai Khan to China and the wider world. | * [The Turco-Mongol conqueror Timur (1336 – 1405)](http://www.silk-road.com/artl/timur.shtml) * [Pax Mongolica](http://www.silk-road.com/artl/paxmongolica.shtml) – Genghis Khan and the promotion of the Silk Road * [Interactive map of the cities along the Silk Roads](https://en.unesco.org/silkroad/silkroad-interactive-map) * [Marco Polo's odyssey spawned one of the world's first best sellers](https://www.nationalgeographic.com/history/magazine/2019/09-10/explorations-of-marco-polo/) * [Marco Polo](https://exploration.marinersmuseum.org/subject/marco-polo/) |

#### The Black Death in Asia, Europe, and Africa (14th-century plague)

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| Syllabus content | Teaching and learning activity ideas | Resources |
| Living conditions and religious beliefs in the 14th century, including life expectancy, medical knowledge, and beliefs about the power of God  Students:   * locate the extent of human settlements in 14th-century Asia, Europe, and Africa * describe the everyday life of men, women, and children in the 14th century and life expectancy at this time * describe what doctors understood about diseases and their treatment in this period | Construct a map showing the major cities and trade routes (Silk Road) of Asia in the 14th Century including:   * Beijing * Xian * Samarkand * Bursa * Bukhara * Constantinople * Damascus * Palmyra * Kashgar * Merv * others as identified through research.   Create an infographic to show the demographics and everyday life of people in Asia in the 14th century for example:   * life expectancy * housing * education levels * jobs/roles * diet.   Explore and describe the work of renowned Islamic thinker and scientist, Ibn Sina.  Research The Canon of Medicine, Ibn Sina’s most famous work and what it explained about germs, contagion, and quarantine.  Conduct research to identify medical treatments in the 14th century. Create a series of posters to promote cures for common ailments. | * [Trade Routes between Europe and Asia during Antiquity](https://www.metmuseum.org/toah/hd/trade/hd_trade.htm) * [Silk Road Trade Routes](https://depts.washington.edu/silkroad/exhibit/trade/trade.html) * [Interactive map of cities along the Silk Roads](https://en.unesco.org/silkroad/silkroad-interactive-map) * [Medieval and Renaissance medicine](https://www.bbc.co.uk/bitesize/topics/zqjwxnb) * [How Ibn Sina's work became a guiding light for scientists facing contagions.](https://www.trtworld.com/magazine/how-ibn-sina-s-work-became-a-guiding-light-for-scientists-facing-contagions-35440) |
| The role of expanding trade between Europe and Asia in the Black Death, including the origin and spread of the disease  Students:   * outline the extent of trade between Europe and Asia in the 14th century * explain how trade and travel contributed to the outbreak and spread of the Black Death | Research and describe the extent of trade routes (the Silk Road) between Europe and Asia. Add these routes to the map created in the earlier activity.  Referring to your map of trade routes, explain how the Black Death spread throughout Asia. | * [Silk Road trade routes](https://depts.washington.edu/silkroad/exhibit/trade/trade.html) * [About the Silk Roads](https://en.unesco.org/silkroad/about-silk-roads) * [The Silk Road](https://www.khanacademy.org/humanities/world-history/ancient-medieval/silk-road/a/the-silk-road) * [Bubonic plaque](https://www.khanacademy.org/humanities/world-history/medieval-times/disease-and-demography/a/disease-and-demograpy) * [Black Death: how can we learn from the spread of disease along the Silk Roads?](https://en.unesco.org/news/black-death-how-can-we-learn-spread-disease-along-silk-roads) * [Biological warfare at the 1346 Siege of Caffa](https://wwwnc.cdc.gov/eid/article/8/9/01-0536_article) * [Trade and the Black Death](https://www.nationalgeographic.org/activity/trade-and-black-death/) |
| The effects of the Black Death on Asian, European, and African populations, and conflicting theories about the impact of the plague  Students assess the impact of the Black Death on Asian, European, and African societies | Write a series of questions for a test to assess the impact of the Black Death on Asian societies. Some question starter examples are below:   * What were the main…...? * How would you summarise the….? * What examples can you find….? * What conclusions can you draw…? * Can you elaborate on ….? * What is your opinion of….? | * [Asia Education Teachers Association Journal September 2018](https://aeta.org.au/2018/09/20/aeta-journal-volume-46-no-1-september-2018/) - Black Death - started in Asia contributed to fall of Mongolian empire. |
| Other immediate and long-term effects of the Black Death, including labour shortages, peasant uprisings, the weakening of feudal structures, and increased social mobility  Students describe short-term and long-term effects of the Black Death on medieval societies | Conduct research into the short and long-term impacts of the Black Death on Asian medieval societies for example:   * population changes * society structure changes * medical advances.   Create a table with two columns to identify and describe the short term and long-term impacts. | * [Bubonic plague](https://www.khanacademy.org/humanities/world-history/medieval-times/disease-and-demography/a/disease-and-demograpy) |

#### Aboriginal and Indigenous Peoples, Colonisation and Contact History

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| Syllabus content | Teaching and learning activity ideas | Resources |
| The nature of colonisation of one Indigenous community such as North America, the Pacific region, China, Africa, South-east Asia, or South Asia  Students:   * define the concepts of invasion, occupation, colonisation, and settlement * describe the main features of the chosen Indigenous culture prior to colonisation * explain how and why colonisation occurred | Conduct a class discussion and research, and create a frayer diagram to define each of the concepts:   * invasion * occupation * colonisation * settlement.   Choose a society from the following:   * Indochina * India * Indonesia * Malaysia * Singapore * Philippines.   Conduct a jigsaw activity on your chosen society. In groups, students research and report on the following features of the society prior to colonisation:   * beliefs * diet * roles in society * agriculture * accommodation * tools.   Create a storyboard or annotated timeline to explain the process and reasons for colonisation of the chosen society. | * [Glossary](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10/glossary) – NESA glossary, some terms are found here |
| The nature of contact following colonisation of the chosen Indigenous people  Students:   * describe the key aspects of contact between the Indigenous people and the colonisers * using a range of sources, describe some of the differing experiences of contact between Aboriginal and non-Aboriginal peoples such as impact of disease, land disputes, dispossession, frontier wars * describe and assess the life of one of the chosen Indigenous people in contact with the colonisers | Identify and describe 3 specific instances of early contact between your chosen Indigenous people and the colonising power. Create a storyboard to describe:   * the circumstances * what happened * what was the result?   Explore examples of interactions between colonisers and your chosen Indigenous peoples for example:   * trade * assistance from indigenous peoples to early colonisers * individual acts of violence or retribution * wars * land disputes * missionary work * impact of disease.   Choose one significant Indigenous individual from your chosen peoples. Create a podcast to explore their life and achievements and their significance to your chosen Indigenous people. |  |
| The consequences of the colonisation of the chosen Indigenous people  Students explain the results of colonisation for the chosen Indigenous people and non-Indigenous peoples | Identify a range of statistical data demonstrating the impact of colonisation on your chosen Indigenous people. Create an infographic to represent this information:   * population decline due to disease and violence * loss of lands * loss of culture. |  |

### History - Stage 5

These tables provided a limited number of suggested teaching and learning activities to support the integration of the cross KLA priority, Asia and Australia’s engagement with Asia, into teaching and learning programs. This is not a teaching and learning program but has been designed to be incorporated into existing teaching and learning programs to suit the contextual needs of your school.

#### The Industrial Revolution (1750–1914)

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| Syllabus content | Teaching and learning activity ideas | Resources |
| The technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain (the agricultural revolution, access to raw materials, wealthy middle class, cheap labour, transport system and expanding empire) and of Australia  Students:   * locate the growth and extent of the British Empire from 1750 to 1900 * identify the raw materials Britain obtained from its empire, for example sugar from Jamaica, wool from Australia, and cotton and tea from India | Create a map of the world colour coding the Asian colonies of the British Empire. Use different colours according to when the country became a colony of England for example:   * 1750-1800 – blue * 1800-1850 – red * 1850-1900 – green.   Create a table with two columns to identify the resources Britain obtained from its empire. The column headings will be country, and purpose or raw material. Some examples include:   * Afghanistan – Opium * Iraq – Oil * India - Spices and textiles. | * [What countries were in the British Empire?](https://schoolshistory.org.uk/topics/british-empire/questions-about-the-british-empire/what-countries-were-in-the-british-empire/) |

#### Movement of peoples (1750–1901)

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| Syllabus content | Teaching and learning activity ideas | Resources |
| Changes in the way of life of a group(s) of people who moved to Australia in this period, such as free settlers on the frontier in Australia  Students:   * use a variety of sources to investigate and report on the changing way of life of one of the following:   + free settlers * describe the impact of convicts and free settlers on the Indigenous-peoples of the regions occupied | Create a storyboard of the life of Mak Sai Ying, the earliest known Chinese migrant to Australia.  Investigate early Indian migration to Australia, for example Sikhs moving to Woolgoolga.  Choose a society from the list below with the corresponding dominant settler group. Describe the impact of the settler group on the original inhabitants of the region, for example:   * Indochina - French * India - English * Indonesia - Dutch * Malaysia - Chinese * Singapore - English * Philippines – Spanish. | * [Early Chinese migrants](https://www.nma.gov.au/explore/features/harvest-of-endurance/scroll/early-chinese-migrants) * [Indian migration to Australia: puzzles & potentials](https://asiancenturyinstitute.com/migration/537-indian-migration-to-australian-puzzles-and-potentials) |
| The short- and long-term impacts of the movement of peoples during this period  Students assess the impact of convicts and free settlers on the development of the Australian nation | Create a PMI chart to assess the impact of a group of free settlers to Australia for example:   * Chinese * Afghan * Malay * Japanese * Indian. | * Conduct an internet search for “Harvest of Endurance: A History of the Chinese in Australia 1788–1988“. * [Making multicultural Australia](http://www.multiculturalaustralia.edu.au/) has documents providing information on early Asian migration to Australia. |

#### Making a nation

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| Syllabus content | Teaching and learning activity ideas | Resources |
| The experiences of non-Europeans in Australia prior to the 1900s (such as the Japanese, Chinese, South Sea Islanders, Afghans)  Students:   * explain why one of the non-European groups came to Australia * describe how the chosen group lived and worked in Australia * describe the contribution of non-European workers to Australia's development to 1900 | Create a short picture book explaining why one of the following groups came to Australia and how they lived and worked in Australia:   * Chinese searching for Sandalwood and trepang. * Post 1840 Chinese indentured labourers * Chinese on the Goldfields * Japanese pearlers * Malay and Filipino pearling labour. * Makassan Fishermen * Afghan cameleers * Philippine – Manilamen – pearling.   Explore the role of Afghan cameleers in opening Central Australia to white settlement.  Research and report on Chinese settlement and work on the goldfields and the beginning of immigration restriction. | * [A guide to using picture books in History K-10](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/hsie/s4-5/history/resources) – this is a downloadable document * [Earliest Chinese contact with Australia](https://www.nma.gov.au/explore/features/harvest-of-endurance/scroll/early-chinese-migrants) * [Chinese on the goldfields](https://sydneylivingmuseums.com.au/stories/chinese-goldfields) * [Pearling](https://www.qhatlas.com.au/content/pearling) – Japanese pearlers in Queensland. * [Pearling](https://slwa.wa.gov.au/wepon/sea/html/pearling.html) in Western Australia * [Pearl divers](https://slwa.wa.gov.au/exhibitions/s/migration/page/pearl_divers) * [Afghan Cameleers in Australia: Afghan Cameleers in Australia](https://www.sbs.com.au/ondemand/video/340984387887/afghan-cameleers-in-australia-afghan-cameleers-in-australia) (duration 1.01.39) * [Afghan Cameleers](https://slwa.wa.gov.au/exhibitions/s/migration/page/afghan) * [Trade with the Makassar](https://www.nma.gov.au/defining-moments/resources/trade-with-the-makasar) * [Top end Ties](https://www.philstar.com/opinion/2016/08/30/1618635/top-end-ties) * [Australia’s Afghan cameleers](https://www.australiangeographic.com.au/topics/history-culture/2011/07/australias-afghan-cameleers/) * [Chinese Immigrants Regulation and Restriction Act of 1861 No 28a](http://classic.austlii.edu.au/au/legis/nsw/num_act/cirarao1861n28503/) * [1881 Influx of Chinese Restriction Act](http://www.migrationheritage.nsw.gov.au/exhibition/objectsthroughtime/influx-of-chinese-restriction-act-of-1881/index.html) |
| Legislation 1901–1914, including the Harvester Judgment, pensions, and the Immigration Restriction Act  Students:   * identify key features of the Harvester Judgment, pensions legislation and the Immigration Restriction Act and discuss what they reveal about the kind of society the Australian government aimed to create * assess the impact of this legislation on Australian society in this period | Describe the features of and conducting of the dictation test that was required as part of the Immigration Restriction Act.  Conduct a similar dictation test in class.  Investigate the role of the Immigration Restriction Act in ending Makassan fishermen coming to Australia to fish for trepang in northern Australia. | * [The Immigration Restriction Act 1901](https://www.naa.gov.au/explore-collection/immigration-and-citizenship/immigration-restriction-act-1901) * [Immigration Restriction Act 1901](https://www.legislation.gov.au/Details/C1901A00017) – copy of the Act. * [White Australia Policy](https://www.nma.gov.au/defining-moments/resources/white-australia-policy) * [Turning the map upside down](https://www.griffithreview.com/articles/turning-the-map-upside-down/) |

#### Asia and the world (1750–1918)

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| Syllabus content | Teaching and learning activity ideas | * Resources |
| The key features (social, cultural, economic, political) of one Asian society (such as China, Japan, India, Dutch East Indies) at the start of the period  Students choose one Asian society from around 1750 **and**:   * identify key physical features and geographic extent * describe the structure of the society * explain the role of leaders * outline key features of the economy * describe main religious beliefs and cultural features * discuss the lives and work of men, women, and children | Undertake internet research and access school library resources to support the following teaching and learning activity ideas.  Choose an Asian society, for example:   * China * Japan * India * Indonesia – Java (Dutch East Indies).   Mark on a blank map of Asia mark the extent of the chosen society. Identify the key sites of the society including:   * major cities * significant landforms * sites of foreign influence.   Create a social structure pyramid of the society, annotating each level with its roles and responsibilities.  Identify two significant leaders from the chosen society. Explain their role as a leader and their interactions with foreign powers both positive and negative interactions.  Identify major exports and imports and the main source of income for the society.  Identify one significant religious belief for the chosen society. Describe the influence of this religious belief on the society its role in shaping cultural values in the society.  Starting with the information from the social hierarchy activity above, research daily lives for men, women, and children in the society. Write a short story following a day in the life of a member of the society. | * [China and the West: Imperialism, Opium, and Self-Strengthening (1800-1921)](http://afe.easia.columbia.edu/main_pop/kpct/kp_imperialism.htm) * [Introduction to China's Modern History](http://afe.easia.columbia.edu/timelines/china_modern_timeline.htm) * [Japan's Modern History: An Outline of the Period](http://afe.easia.columbia.edu/timelines/japan_modern_timeline.htm) * [Japan and the West: The Meiji Restoration (1868-1912)](http://afe.easia.columbia.edu/main_pop/kpct/kp_meiji.htm) * [When and why did the British first choose to invade India?](https://www.indiatoday.in/education-today/gk-current-affairs/story/when-and-why-british-first-came-to-india-1591166-2019-08-24) * [The British Presence in India in the 18th Century](http://www.bbc.co.uk/history/british/empire_seapower/east_india_01.shtml) * [Living in the British Empire: India](https://www.nationalarchives.gov.uk/education/empire/g2/cs4/background.htm) * [1820-1950 Indonesia and decolonisation](https://www.rijksmuseum.nl/en/rijksstudio/timeline-dutch-history/1820-1950-indonesia-and-decolonisation) |
| Change and continuity in the Asian society during this period, including any effects of contact (intended and unintended) with European power(s)  Students:   * outline the nature of the contact of the Asian society with European power(s) * explain how the Asian society was changed by its contact with European power(s) * identify features of the Asian society that were unaffected by contact with Europeans | Create a timeline of key events in contact between the society and European power(s). Write a short description about the nature and outcome of the event.  Obtain a range of images demonstrating continuity and change for three aspects of the chosen society. Write a brief description of whether the images are showing continuity and-or change:   * if a change, why the change occurred * if a continuity, why that aspect of society remained unaffected.   Place the images along the timeline of the society, created in the previous activity. Draw lines to indicate any links between the events. |  |
| The position of the Asian society in relation to other nations in the world around the turn of the twentieth century (that is 1900), including the influence of key ideas such as nationalism  Students:   * discuss the positive and negative consequences of contact between the Asian society and the European powers during this period * using a range of sources, investigate and analyse data to compare the Asian society to other nations around 1900 in relation to population, form of government, type of economy, relationships with other nations and evidence of nationalism | Create a PMI chart to show the impact of contact between the chosen society and European power(s).  Access data to compare the chosen Asian society with other nations in 1900 for example:   * population * form of government * type of economy * relationships with other nations * evidence of nationalism.   Create an infographic to represent this information. |  |
| The significance of one key event that involved the chosen Asian society and European power(s), including different perspectives of the event at the time  Students assess the significance of one key event involving an Asian society and a European power, using sources to identify different perspectives of the event at the time, for example:   * India (the Indian Mutiny/the First War of Indian Independence 1857) * China (the Boxer Rebellion 1900) * Japan (the Russo-Japanese War 1904–1905) | Select a range of sources (approximately ten) related to your chosen societies event. Ensure the sources show a range of perspectives on the issue. Create a [gallery walk](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/555?clearCache=e4d2c380-133-419c-ea49-c7871e205186) of the images around your learning space. After viewing all images and responding to them, students write a short report assessing the significance of the event. |  |

#### Australians at war: World Wars I and II (1914–1918, 1939–1945)

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| Syllabus content | Teaching and learning activity ideas | Resources |
| An overview of the causes of the wars, why men enlisted and where Australians fought:   * locate and sequence the places where Australians fought in both wars | Mark and label on a map, the locations in Asia where Australians fought, including Gallipoli. | * [AWM London](https://www.awmlondon.gov.au/battles) |
| **The scope and nature of warfare**  Students:   * describe the nature of warfare during the Gallipoli campaign * explain the outcome of the Gallipoli campaign * outline and sequence the changing scope and nature of warfare from trenches in World War I to the Holocaust and the use of the atomic bombs to end World War II | Examine the fighting conditions for Turkish soldiers at Gallipoli. Write a diary entry for a Turkish soldier on the front lines of the Gallipoli campaign.  Explain the role of the Gallipoli campaign in establishing Kamal Ataturk as future leader of Turkey  Develop a slideshow to outline and sequence the nature of Japanese involvement in war from WWI through to the end of WWII.  Outline the events, reasons for, and the immediate and long-term impacts of the use of atomic bombs against Japan. | * [Gallipoli 2015: Through 'enemy eyes'; historian Harvey Broadbent tells the Turkish side of the story](https://www.abc.net.au/news/2015-03-04/harvey-broadbent-tells-turkish-side-of-gallipoli-story/6279772) * [The Ottoman Empire Page 12 – The Turkish soldier's experience](https://nzhistory.govt.nz/war/ottoman-empire/turkish-soldier-experience) * [Anzac Special: The Turkish Perspective - Behind the News](https://www.youtube.com/watch?v=_OuH66PbFgo) (duration 4:31) * [Atatürk (Mustafa Kemal)](https://www.awm.gov.au/articles/encyclopedia/ataturk) * [Mustafa Kemal](https://nzhistory.govt.nz/media/photo/mustafa-kemal) * [WWI: The siege of Tsingtao](https://www.youtube.com/watch?v=teLj4-NEd74) – (duration 4:20, modern day Qingdao) * [Japan in World War 1](https://www.khanacademy.org/humanities/world-history/euro-hist/other-fronts-ww1/v/japan-in-world-war-i) (duration 3:53) * [The fight against Japan: China’s role in the second world war](https://www.youtube.com/watch?v=-UpZMDC4Tlg) (duration 3:43) |
| **Significant events and the experiences of Australians at war – World War I**  Using sources, students investigate the following features of each war:   * + prisoners of war   + a specific campaign, for example the Western Front 1916 | Explore the experiences of Australian service personnel captured by Turkey, for example the crew of HMA Submarine AE3.  Research the last cavalry charge in the history of warfare. Beersheba The Charge of the 4th Light Horse, 1917. Develop a storyboard to represent the action. | * [Australian internees and prisoners of war in World War I - Captured at Sea](https://anzacportal.dva.gov.au/wars-and-missions/ww1/personnel/australian-pows#0) * [Prisoners of Turkey “We had to fight hard to keep alive”](https://www.awm.gov.au/visit/exhibitions/stolenyears/ww1/turkey) * [Beersheba The Charge of the 4th Light Horse, 1917](https://www.awmlondon.gov.au/battles/beersheba) * [The charge of the 4th Light Horse Brigade at Beersheba](https://www.awm.gov.au/articles/blog/the-charge-of-the-4th-light-horse-brigade-at-beersheba) |
| **Significant events and the experiences of Australians at war – World War II**  using sources, students investigate the following features of each war:   * prisoners of war * a specific campaign, for example the New Guinea campaign 1942 * the role of women * a specific event/incident, for example the Fall of Singapore 1942 | Examine the Cowra Breakout. Create a presentation on the events at Cowra and the role of the camp in developing post WWII relations between Cowra and Japan (consider the Cowra Japanese Gardens).  Create an annotated map to outline the experiences of Australians as prisoners of war of the Japanese in WWII.  Create an interactive website map of Papua New Guinea. Identify on the map locations of significant events of the New Guinea campaign. Annotate each location with a pop-up description of the event and brief explanation of its significance in the larger campaign.  Explain the events and outcomes of the torpedoing of the Centaur, 1943.  Research and report on Vivienne Bullwinkle  Research the Fall of Singapore in 1942. Explain why the capture of Singapore by the Japanese was significant in the context of the war in the Pacific. Explain the significance of this event to Australia with regards to prisoners of war. | * [Cowra Breakout](https://www.awm.gov.au/articles/encyclopedia/cowra) * [Cowra Japanese Garden and Cultural Centre Australia](https://www.cowragarden.com.au/) * [Stolen Years: Australian prisoners of war](https://www.awm.gov.au/visit/exhibitions/stolenyears/ww2/japan) * [Remembering the war in New Guinea](https://www.awm.gov.au/articles/blog/remembering-war-new-guinea) * [New Guinea WW2 - A Maritime Campaign](https://www.navy.gov.au/history/feature-histories/new-guinea-ww2-maritime-campaign) * [Kokoda](https://www.awm.gov.au/articles/encyclopedia/kokoda) * [Battle of the Coral Sea, 4-8 May 1942: Summary](https://www.awm.gov.au/articles/encyclopedia/coral_sea) * [Lieutenant Colonel Vivian Bullwinkel](https://www.awm.gov.au/collection/P10676383) * [Centaur (Hospital Ship)](https://www.awm.gov.au/articles/encyclopedia/centaur) * [Fall of Singapore](https://www.nma.gov.au/defining-moments/resources/fall-of-singapore) – Defining Moments - NMA * [Fall of Singapore](https://anzacportal.dva.gov.au/wars-and-missions/world-war-ii-1939-1945/events/japanese-advance-december-1941-march-1942/fall-singapore) – Anzac Portal * [Remembering 1942: The Fall of Singapore](https://www.awm.gov.au/articles/blog/1942-fall-of-singapore) |
| **Impact of the wars on Australia**  Students outline the Australian governments' control on the home front in both wars for each of the following:   * enemy 'aliens' | Describe the experiences of Japanese Australians interned in Australia during WWII. | * [Japanese survivors recall Australia’s WWII civilian internment camps](https://www.sbs.com.au/news/japanese-survivors-recall-australia-s-wwii-civilian-internment-camps) |
| **Significance of the wars to Australia**  Students analyse the changing relationship of Australia with other countries after World War II | Investigate and report on John Curtin pivoting Australia from a focus on relationships with England to a focus on establishing relationships with the USA.  Examine the way in which Australia’s relationship with Japan has changed since the end of WWII. Create a multimedia presentation that sequences significant events in Australia’s changing relationship with Japan from enemy and Australia as an occupying force to one of our most connected and closest allies, for example:   * diplomatic links * trade links * sporting links * tourism * treaties | * [John Curtin’s legacy: foreign policy](http://john.curtin.edu.au/legacyex/foreign.html) * [John Curtin, the leader who turned Australia to the United States](https://www.afr.com/politics/federal/john-curtin-the-leader-who-turned-australia-to-the-united-states-20171122-gzqc46) * [John Curtin's turn to America, 75 years on](https://www.lowyinstitute.org/the-interpreter/john-curtins-turn-america-75-years) * [Australia, Japan and Southeast Asia: Early Post-War Initiatives in Regional Diplomacy](https://www.internationalaffairs.org.au/australianoutlook/australia-japan-and-southeast-asia-early-post-war-initiatives-in-regional-diplomacy/) |

#### Popular culture

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| Syllabus content | Teaching and learning activity ideas | Resources |
| The changing nature of the music, film, and television industry in Australia during the post-war period, including the influence of overseas developments (such as Hollywood, Bollywood and the animation film industry in China and Japan)  Students discuss how overseas influences have affected one aspect of Australian popular culture | Research a television show from Asia that was popular in Australia during the 1960s. Access some footage from the show and describe the features and characteristics of the show. Identify who its audience was in Australia and why it was popular. For example:   * Shintaro - The Samurai * Astro Boy * Monkey Magic.   Explore the history of Bollywood in Australia and explain its growing popularity. | * [Shintaro the Samurai (Part 1)](https://www.youtube.com/watch?v=stIU2F1k9QM) (duration 30:15) * [Shintaro the Samurai (Part 2)](https://www.youtube.com/watch?v=6rpknTkZeKA) (duration 21:41) * [Astro Boy](https://tezukaosamu.net/en/anime/30.html) * [Monkey (Magic) is being rebooted. Here's why '80s kids loved the original TV show](https://www.abc.net.au/news/2017-04-20/monkey-magic-to-get-a-reboot/8457782) * [1970s Japanese TV series 'Monkey' had a magic that has never been matched](https://www.japantimes.co.jp/culture/2018/01/31/tv/1970s-japanese-tv-series-monkey-magic-never-matched/) * [Bollywood and Australia: worth making a song and dance about](https://theconversation.com/bollywood-and-australia-worth-making-a-song-and-dance-about-23363) * [Bollywood culture](https://www.abc.net.au/btn/classroom/bollywood-culture/10531350) – behind the news |

#### Migration experiences (1945–present)

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| Syllabus content | Teaching and learning activity ideas | Resources |
| The waves of post-World War II migration to Australia, including the influence of significant world events  Students:   * sequence the main waves of migration to Australia in the 40 years following World War II, identifying numbers of migrants and countries of origin * identify significant world events which influenced post-World War II migration to Australia, for example World War II, the Cold War, the Vietnam War, the Gulf Wars, and the war in Afghanistan | Create a data driven, annotated timeline of migration to Australia from Asia. Identify different groups that migrated to Australia after World War II. Outline the push and pull factors that motivated their migration, for example:   * Vietnam * Palestine * Lebanon * Sri Lanka * Iraq * Afghanistan * Myanmar (Rohingya) * Syria * Another group from Asia. | * [Historical migration statistics](https://data.gov.au/data/dataset/historical-migration-statistics) * [Timeline of migration to Australia](http://globalwords.edu.au/units/Refugees_UPY6_html/pop01.html) – access the link to the PDF document “timeline of migration” from this page. |
| The impact of changing government policies on Australia's migration patterns, including abolition of the White Australia Policy, 'Populate or Perish'  Students:   * outline government policies and practices that restricted migration to Australia before World War II, such as the White Australia Policy, and explain subsequent policies since 1945 * using a range of sources, describe the hardships faced by migrants, with a particular focus on the experiences of one group who came to Australia between 1945 and 1970 | Identify when the White Australia policy was abolished and why?  Examine Arthur Calwell (immigration minister 1945-49) and the Assisted Migration Scheme. Explain in its mechanisms and purpose.  Explain the slogan “populate or perish” slogan.  The Bonegilla Migrant Reception and Training Centre was the first Australian home for more than 300,000 migrants from over 50 countries. Imagine you are a migrant in the centre, write n historical narrative based on a day in your life at the centre. Include a description of your daily activities, hopes for the future in Australia and the challenges you are facing. | * [Immigration restriction Act 1901](https://www.legislation.gov.au/Details/C1901A00017) * [Populate or Perish](https://slwa.wa.gov.au/wepon/settlement/html/populate_or_perish.html) * Assisted Passage Migration Scheme – [Ten Pound Poms](https://education.abc.net.au/home#!/media/3385898/ten-pound-poms) (duration 3:25) * [1945-1965 New Australia](http://www.migrationheritage.nsw.gov.au/exhibition/objectsthroughtime-history/1945-1965/index.html) * [Migration Act 1958](https://www.legislation.gov.au/Details/C2018C00337) * [Assisted Migration](https://www.naa.gov.au/taxonomy/term/1182) – assorted resources from the National Archives Australia. * [Bonegilla Migrant experience](https://www.bonegilla.org.au/) |
| The impact of at least one world event or development and its significance for Australia, such as the Vietnam War and Indochinese refugees  Students:   * describe the impact of the Vietnam War or one other world event on Australia's migration policy * discuss the response of Australians, including the Australian media, to the arrival of refugees from Indochina in the 1970s and 1980s or refugees from Afghanistan and Iraq since 2001 * using a range of sources, describe the experiences of one group of refugees on their journey to Australia and their experiences on arrival after 1975 | Investigate the Tampa affair. Write a feature article for your local newspaper about the events of the incident and the response of Australians and its impacts on Australian immigration policy.  Write a report on the reaction of Australians to refugees arriving in Australia from Vietnam in the 1970s.  Research the story of a refugee coming to Australia. Create a storyboard to describe their journey and experiences after arriving in Australia.  Interview a refugee who is now living in your local community about their experiences coming to Australia. Write an article for your school newsletter to describe their experiences.  Research and examine the experiences of migrants from Vietnam, Cambodia, and Laos in the 1970s. Create a brochure to support migrants coming to Australia to overcome the challenges they face when they arrive in Australia. | * [Tampa Affair](https://www.nma.gov.au/defining-moments/resources/tampa-affair) * [Vietnamese refugees boat arrival](https://www.nma.gov.au/defining-moments/resources/vietnamese-refugees-boat-arrival) * [Helping refugees – Refugees Stories](https://immi.homeaffairs.gov.au/settling-in-australia/helping-refugees/refugee-stories) * Refugee Council – [Refugee stories](https://www.refugeecouncil.org.au/stories/) * [1975 Tu Do refugee boat](http://www.migrationheritage.nsw.gov.au/exhibition/objectsthroughtime/tudo/index.html) * [Diversity, identity and Australian Culture](https://education.abc.net.au/home#!/media/116755/diversity-identity-and-australian-culture) * [Once upon a time in Cabramatta](https://www.sbs.com.au/ondemand/video/335084611575/once-upon-a-time-in-cabramatta) |
| The contribution of migration to Australia's changing identity as a nation and to its international relationships  Students:   * assess the contribution of migrant men and women to Australia's social, cultural, and economic development and Australia's changing identity * explain how Australia's changing migration policies have affected relationships with other nations | Conduct a case study and report on the story and achievements of one of the following migrants. You may choose another individual in consultation with your teacher:   * Victor Chang (pioneer heart surgeon) * Anh Do (Author/comedian) * Tan Le (entrepreneur) * Najeeba Wazefadost (ambassador for refugees).   Choose one migrant group in Australia, such as, Vietnamese, Lebanese, or another of your choice. Explore the nature of the relationship between the two countries and determine whether the relationship is positive or negative. Conduct a class discussion on this relationship.  Identify a community group with connections to the members country of origin and identify activities and interactions they have. |  |

### Stage 4 history lesson guide

**Teacher note –** below are somesuggested lesson ideas which have been designed to be adjusted for your school’s specific context. Outcomes and syllabus content are included as a guide, but students may not meet the entirety of the included outcome or content points through these tasks and may need further support.

#### Asia and Australia's engagement with Asia: The Asian World

##### Outcome

**HT4-6** uses evidence from sources to support historical narratives and explanations

##### Inquiry question

Why and where did the earliest societies develop?

##### Selected syllabus content

The physical features of the ancient society and how they influenced the civilisation that developed there

Students:

* describe the geographical setting and natural features of the ancient society
* explain how the geographical setting and natural features influenced the development of the ancient society

##### Learning intention

To explore and understand the impact of physical geography on the development of an ancient society.

##### Teaching and learning activities

* Identify the key geographical features of the ancient society.
* Locate the key features on a map.
* Explain the impact of the geographical features on the development of the society, for example
  + capacity to produce food
  + access to natural resources
  + physical protection and isolation from outside influences.

### Stage 5 history lesson guide

**Teacher note –** below are somesuggested lesson ideas which have been designed to be adjusted for your school’s specific context. Outcomes and syllabus content are included as a guide, but students may not meet the entirety of the included outcome or content points through these tasks and may need further support.

#### Asia and Australia's engagement with Asia: Making a nation

##### Outcome

**HT5-1** - explains and assesses the historical forces and factors that shaped the modern world and Australia

##### Inquiry question

What were the changing features of the movement of peoples from 1750 to 1918?

##### Selected syllabus content

The experiences of non-Europeans in Australia prior to the 1900s (such as the Japanese, Chinese, South Sea Islanders, Afghans)

Students explain why one of the non-European groups came to Australia

##### Learning intention

To gain an understanding of the diversity of migrants to Australia and their varied experiences in Australia and contribution to the development of the modern Australian nation.

##### Teaching and learning activities

* Identify a range of migrant groups to Australia from Asian backgrounds prior to 1900 who had an influence on the development of the modern Australian nation, for example:
  + Japanese (pearlers)
  + Malay (pearlers)
  + Philippines (pearlers – Manila men)
  + Indonesia (Makassan fishermen)
  + Afghan (cameleers)afghan
  + Indians (labourers and domestic workers)
  + Chinese (goldfields and merchants).
* Explain the nature of their contribution to Australia.
* Investigate their legacy, particularly through interactions and marriage with Aboriginal and non-Aboriginal Australians.