History: Years 5–6

What are the stories?
What language and ideas do we need to understand this?
How does this fit in time?
Stories about how Australia has developed socially, economically and politically over time.
Stories about what has influenced Australia’s social, economic and political development over time.
Identify questions to inform a historical inquiry about Australia’s development over time.

What questions do we have?
Questions about cause and effect.
Questions about continuity and change.
Questions about significance.

What can we use to find out?
Primary and secondary sources including:
artefacts, photographs, books, oral histories, digital media, museums, archives, buildings, historic sites, maps and landmarks that provide relevant information about Australia’s development over time.

How can we use this to find out?
Locating and comparing information related to inquiry questions in a range of oral, written and visual sources including artefacts.

How can we make sense of this?
Draw conclusions to answer inquiry questions about Australia’s social, economic and political development over time and what influenced this.
Compare points of view in the past and present.

How can we communicate this?
Develop texts, particularly narratives and descriptions which incorporate source materials to communicate thinking about Australia’s development over time using oral, written, graphic and digital forms.

Pedagogical questions:
• What are the stories about this?
• What is recorded about Greek migration to Australia?
• Who migrated to Australia after World War II?
• Where can you find the stories about Greek people?
What else was happening around that time?
When did this happen?
What do these words mean and why are they used?
How do people communicate about this period?
What interests you?
What do other people say?
What are the stories about this?
What are the lasting contributions of Greek migrants to Australian society?

Pedagogical questions:
Examples of questions teacher can ask to help elicit students’ own questions:
• What does this make you wonder?
• What interests you?
• What confuses you?
• What is missing?
• What else do you want/need to know?

Teachers guide students to ask questions which bring out key historical concepts as described in the following examples:

Cause and Effect
• Why did this happen?
• What caused this?
• What happened next?
• What effects did this have?
• Who did this impact on?

Continuity and Change
• How has this changed?
• How has this remained the same?
• What changed because of this?
• What are the patterns?

Significance
• What do people most remember about this?
• What does this reveal about the past?
• Who is this significant for?
• How many people were affected by this?
• How relevant is this to the present?
• Which stories are important?
• Why?

Example: Year 6
Stories of groups of people who migrated to Australia and the reasons they migrated, such as World War II and Australian migration programs since the war.

Where can you find the stories about Greek people who migrated to Australia after World War II?
What is recorded about Greek migration to Australia?
What do Greek people say about migration now?
What do other people say?
What records are there about Greek migration?
Are there any stories about this in Greece?
What are some of the historical terms used in these records and stories?
How can you sequence these events?

What surprises you about the stories of Greek migrants?
What else do you want to know about this?
What does this make you wonder about other migrant groups?
What happened to the Greek people who stayed in Greece?
How did Greek migration influence Australia?

Cause and Effect
• Why did Greek people migrate to Australia after World War II?

Continuity and Change
What are the patterns of Greek migration to Australia over time and how has this changed over time?
How do the stories of Greek migrants compare to the stories of other migrant groups?

Significance
What are the lasting contributions Greek migrants have made to Australian society?
How many Greek families did this impact on?

What do these newspaper clippings tell you about the stories of Greek migrants?
Whose perspective is represented in this article?
Are there any other perspectives?
Do you have another photograph to compare this to?

Do you know any Greek migrants you can interview?
Do you know any descendants of Greek migrants who have kept photographs that might help your inquiry?
What records does the Migration Museum keep about Greek migration?
How can you find out about the migration policies from this time?

How many Australians have Greek heritage today?
What was it like to travel to Australia as a Greek migrant after World War II?
How do these migration stories compare to the stories of people migrating to Australia today?
In what ways are these stories similar or different to the stories of other migrant groups?
What is your opinion about Australian migration policies over time?
How do the experiences of Greek migrants after World War II compare to migrant experiences today?
What are the lasting contributions of Greek migrants to Australian society?

Whose stories will you tell?
What is the best way to tell these stories?
How will you describe the experiences of the people you interviewed?
How will you use the newspaper clippings and photographs in your narrative?
Who is your audience?

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