




Knowledge	Understanding	Applying	Analysing	Creating	Evaluating
<p>Research the story of King John in 1215.</p> <p>Create a storybook about how he and his barons came together to sign the <i>Great Charter</i> in a field at Runnymede, England 1215.</p>	<p>What were the <i>articles</i> in the Magna Carta?</p> <p><i>How many articles would be relevant for Australian citizens today?</i></p> <p><i>Why do you think this?</i></p> 	<p>Draw a diagram of the <i>Feudal System</i> showing the hierarchy of influence each group had during the time of medieval England.</p> 	<p>FACT OR FICTION?</p> <p>The story of <i>Robin Hood</i> has always been one of intrigue, adventure and hard-fought freedom of everyday citizens. Good versus evil.</p> <p>If the story was true, how close did the narrative represent the struggles of the people, at all levels in relation to the story of the <i>Magna Carta</i>?</p>	<p>Create a storyboard of King John and the signing of the Great Charter in 1215.</p> <p>Options for templates can be found at: Storyboard template Storyboard template 2</p>	<p><i>How did an Australian government manage to get one of the original documents of the Magna Carta for display in the halls of Parliament House?</i></p> <p>Write a recount about these events.</p>
<p>The <i>Westminster System</i> of government was developed in England back around 1848. Write a report demonstrating your understanding of this system using the terms below. Remember to include an explanation about its characteristics and how it operates for the benefit of its citizens:</p> <ul style="list-style-type: none"> • <i>Constituent country</i> • <i>Parliamentary system</i> • <i>British Empire</i> • <i>Responsible government</i> • <i>Representative government</i> • <i>Legislature</i> • <i>Administrative division</i> <p><i>Separation of Powers</i></p>	<p>How does Australia's system of government today compare with the <i>Westminster System</i> of government in England?</p> <p>What is a <i>constitution</i>?</p> <p>Provide a clear explanation of your understanding explaining how the <i>separation of powers</i> are contrasted with <i>executive</i> and <i>judicial</i> branches of government.</p> <p>Investigate the following two question:</p> <ol style="list-style-type: none"> 1. Does Great Britain have a <i>constitution</i>? 2. Does the United States have a <i>constitution</i>? <p>Provide reasons and examples for your answers.</p>	<p>Do you think the Westminster system is a good one, or not?</p> <p>Provide reasons and examples to show your thinking.</p> <p>Compare your findings with the <i>presidential system</i> that currently operates in the United States.</p> <p>Include diagrams to help support your thinking.</p>	<p><i>Did the British government really believe that a penal settlement established on the other side of the world in such a remote place was going to remain a prison facility forever?</i></p> <p><i>What did they do to prepare for the establishment of penal colonies in Australia before and after the First Fleet arrived in 1788?</i></p> <p><i>Who was involved in this decision-making process before and after the First Fleet set sail in 1788?</i></p> <p>To help guide you in your studies, think about how the characteristics of the Westminster System was so important in becoming an integral part of developing principles of the <i>rule of law</i> during early colonial days in NSW, Australia.</p>	<p><i>How does the Westminster System help support Australian citizens?</i></p> <p>Draw a diagram showing how all elements of the Westminster System are linked to support citizens in Australian society today, beginning with the Constitution.</p> 	<p>Reflect on how far Australia has progressed since Federation in 1901. Now think about what our hopes might be for the future. What do we as a nation <i>aspire</i> to become?</p> <p>Projections show that by 2050, Australia's population may reach 36 million, and future governments will need to consider how to manage communities.</p> <p><i>What needs to be preserved and what must be changed to ensure our democracy is upheld for Australian citizens, both current and those of the future?</i></p> <p>Create a chart showing Australia's population growth from around 1950 to present day.</p>



Year 6

HASS Humanities and Social Sciences Program Links

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

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

Inquiry Questions

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

Inquiry and Skills

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

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

ACHASSI129 *Evaluate evidence to draw conclusions*

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

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

Knowledge and Understanding

HISTORY

Concepts for developing understanding

The content in the history sub-strand provides opportunities for students to develop historical understanding through key concepts including sources, continuity and change, cause and effect, perspectives, empathy and significance. Through studies of people's experiences of democracy and citizenship over time (perspectives, empathy), students come to understand the significance of events, ideas and people's contributions in influencing development of Australia's system of government (continuity and change, significance).



Inquiry Questions

1. *Who were the people who came to Australia? Why did they come?*

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

- studying Australia's path to Federation through an examination of key people (for example, Henry Parkes, Edmund Barton, George Reid, John Quick) and events (for example, the Tenterfield Oration, the Corowa Conference, the referendums held in the colonies between 1898 and 1900)
- comparing the model of Australian federalism with the original model of the United States of America to identify the US influence on Australia's system of government
- identifying key elements of Australia's system of law and government and their origins (for example, the Magna Carta; federalism; constitutional monarchy; the Westminster system and the separation of powers – legislature, executive, judiciary; the houses of parliament; how laws are made)