









Activity 8: Learning across the curriculum

Example: Syllabus content from Stage 3

The impact of a significant development or event on a colony; for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought (ACHHK095)

Students:

- identify events that have shaped Australia's identity and discuss why they were significant 
- use a range of sources to investigate ONE significant development or event and its impact on the chosen colony 

Learning across the curriculum content (icon)	Learning across the curriculum ideas that could be included in a unit of learning:
	<ul style="list-style-type: none"> • Aboriginal resistance strategies to the expanding colony such as those used by Pemulwuy and Tedbury • The role and actions of Bennelong in the early colony • The different relationships inland explorers had with the local Aboriginal people, e.g. Charles Sturt compared to Major Thomas Mitchell
	<ul style="list-style-type: none"> • The role of the Chartists in events around the gold rushes and the Eureka Stockade • The civic actions of Aboriginal peoples over time to access education, voting, citizenship • Examine the role of early newspapers in the developing colony
	<ul style="list-style-type: none"> • The role of the Afghan cameleers in exploring and then servicing inland Australia • The impact and perspective of Chinese in the gold rush era and beyond
	<ul style="list-style-type: none"> • Read and respond to a range of suitable texts to identify and critically evaluate different points of view
	<ul style="list-style-type: none"> • Use appropriate online discussion forums within and across schools to share and respond to learning. Different communities connect online to develop and share, e.g. the significance of Macquarie towns to the development of NSW
	<ul style="list-style-type: none"> • Develop understanding that events and issues are interpreted differently by people with various perspectives at the time • Francis Greenway's vision for the buildings of early Sydney is an example where students can take on the role of 'walking in others shoes', to reflect on the various responses to these developments.

After looking at the example of *Learning across the curriculum* on the previous page, complete the scaffold below.

Chosen topic:

Syllabus content	
Learning across the curriculum content	Teaching and learning ideas/strategies that could be included in a unit of learning