

Program : Goldfields Democracy Day		
<p>General Descriptor of Program:</p> <p>Stake a claim on the diggings as a miner or village worker, pitch a tent and pan for gold. Experience a license hunt by the troopers and discover some of the events leading up to the Eureka Stockade such as the Red Ribbon Rebellion. Find out about the roles played by miners Black, Vern and Lalor and attend their trial.</p>		
<p>General Capabilities</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy <input checked="" type="checkbox"/> Numeracy <input type="checkbox"/> Information and communication technology (ICT) competence <input checked="" type="checkbox"/> Critical and creative thinking <input checked="" type="checkbox"/> Ethical behaviour <input checked="" type="checkbox"/> Personal and social competence <input type="checkbox"/> Intercultural understanding 		<p>Cross-Curriculum Priorities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Aboriginal and Torres Strait Islander histories and cultures <input type="checkbox"/> Asia and Australia’s engagement with Asia <input type="checkbox"/> Sustainability
Years targeted	Australian Curriculum links – History	Links to other Curriculum Areas
Year 5	<p>Historical Knowledge and Understandings</p> <p>The Australian Colonies 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)</p>	<p>Historical Skills</p> <p>Sequence historical people and events (ACHHS098)</p> <p>Use historical terms and concepts (ACHHS099)</p> <p>Identify questions to inform an historical inquiry (ACHHS100) – pre visit</p>

Year 5 Cont.	The role that a significant individual or group played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander peoples. (ACHHK097)	<p>Identify points of view in the past and present (ACHHS104)</p> <p>Develop texts, particularly narratives and descriptions, which incorporate source materials (ACHHS105)- Post visit</p> <p>Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS106) – Post visit</p>
Year 6	<p>Australia as a Nation</p> <p>Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children. (ACHHK114)</p>	<p>Sequence historical people and events. (ACHHS117)</p> <p>Use historical terms and concepts (ACHHS118)</p> <p>Identify questions to inform an historical inquiry (ACHHS119)- Pre visit</p> <p>Identify points of view in the past and present (ACHHS123)</p> <p>Develop texts, particularly narratives and descriptions, which incorporate source materials (ACHHS124)-Post visit</p> <p>Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS125)</p>