

Program : Life on the Diggings		
<p>General Descriptor of Program:</p> <p>Pitch a tent on the 'goldfields' and try panning, cradling and prospecting for gold. Learn about the challenges faced by the women and Chinese miners at the diggings. Put on a costume and travel back in time to line up for school in the slab hut. Write with nibs and ink and play some of the old time games such as marbles and bush billiards. Build a camp fire and cook damper like the diggers. Visit the assay office and swap your gold for pounds and join in the trial of the bushranger accused of grand theft.</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 checked="" type="checkbox"/> Intercultural understanding 		<p>Cross-Curriculum Priorities</p> <ul style="list-style-type: none"> <input checked="" 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	
Yr 3	Historical Knowledge & Understanding	Historical Skills
	<p>Community and Remembrance</p> <p>The role that people of diverse backgrounds have played in the development and character of the local community (ACHHKO62)</p>	<p>Pose a range of questions about the past (ACHHSO67)</p> <p>Locate relevant information from sources provided (ACHHSO68)</p>

<p>Yr 5</p>	<p>The Australian Colonies</p> <p>Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800.(ACHHK093)</p> <p>The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed. (ACHHKO95)</p> <p>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. (ACHHKO95)</p> <p>The reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony. (ACHHKO96)</p> <p>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. (ACHHKO95)</p>	<p>Locate information related to inquiry questions in a range of sources (ACHHS102)</p> <p>Identify points of view in the past and present (ACHHS104)</p> <p>Sequence historical people and events (ACHHS098)</p> <p>Use historical terms and concepts (ACHHS099)</p> <p>Develop texts, particularly narratives and descriptions, which incorporate source materials (ACHHS105)</p>
-------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Yr 6</p>	<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>Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war (ACHHK115)</p> <p>The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport.(ACHHK116)</p>	<p>Identify points of view in the past and present (ACHHS123)</p> <p>Sequence historical people and events. (ACHHS117)</p> <p>Use historical terms and concepts (ACHHS118)</p> <p>Develop texts, particularly narratives and descriptions, which incorporate source materials (ACHHS124)</p>
-------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------