Small Objects - Grosse Geschichten

This series of activities has been written as part of a collaborative project between Springer Primary School, the Friedensberg German School Museum, History SA and Makers Empire. The title translates as 'Small Objects - Big Stories'. Students have been researching what life was like for students at the Friedensberg School 1861 - 1913, and responding to this learning in a variety of ways - including by creating a 3D object.

Single Lesson Plan

**Question Storm**

**Task:** Question Storm

**Activity:** The initial prompt for this task is a Friedensberg School photo, taken in 1890. Students respond to the following opening question: "What questions would you like to ask the individuals in this photograph of students from Friedensberg German School, if it were possible?" 'Question Storm' answers are recorded on a large sheet of paper with a copy of the photo mounted in the middle. Over the course of the following few days, students are shown subsequent prompts, and questions are added to the display. Key things to think about - What is happening? What would be seen, heard, smelt, felt, touched, and/or tasted? What are the connections to your life - similarities and differences? How do you get a sense of place and time from specific prompts?

**Resources:**

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**Journaling (Literacy) Task**
**Task:** Journal Entry

**Activity:** Compose a fictional (but based on factual historic information) journal entry documenting in detail what a school student may have done over the course of a school day from when they wake, until bedtime that evening. Write from your character’s point of view (I, we, my, our – first person). Begin by considering – age, gender, personality traits, family context. Include full date of journal entry (between 1861 and 1913), information that allows the reader to get a sense of place and time, thoughts and feelings about the day as well as specific activities. Help your reader visualise what it meant to live at such a time. Final draft may be presented in pen and ink script (see following lesson).

**Resources:** Access to prompts from previous lesson.

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**Task:** Handwriting Activity

**Activity:** Students experience writing in script using calligraphy pens/pen and ink to reproduce text as seen in the Copy Books used in the early 1900s. Ask: What did you notice? What was similar or different to your own handwriting experiences? What other ways could students have written/recorded their learning?

**Resources:** Copy Books (borrowed from Friedensburg German School Museum), Calligraphy pens Pens with nibs and bottles of drawing ink Prepared writing paper Images of school desks with ink wells and slates. Note: This activity can be messy and needs to be closely supervised.

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**Task:** German Language Task

**Activity:** The German school had a plaque which reads: ‘Gott legt uns eine Last auf, aber Er hilft uns auch”. (This translates as: “God puts a burden on us, but he also helps us.”) Students find a saying or verse in German and create a plaque or wall hanging.

**Resources:** Access to sayings or verses in German Materials for making the plaque or wall hanging

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**Task:** 3D Printing Activity

**Activity:** Students utilise the five (+) step ‘Engineering Design Process’ to create a 3D object via Makers Empire software in response to the learning they have done throughout this project. Students are to document each step of the process, and present this with their object at the completion of the task.

**Resources:** Engineering Design Process Poster Online access to Makers Empire software 3D Printer Prompt cards to remind students of meaning of icons ‘Is your design ready to be printed?’ checklist

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**Task:** Technologies Activity #2

**Activity:** Students use a Venn Diagram to record their observations and thoughts about the ways in which the lives of students at Friedensburg German School and Springton Primary School can be compared and contrasted. Students than create a pictorial display to illustrate the similarities and differences to be presented either digitally or in poster format.

**Resources:** Artefacts from Lesson One Online access for extra images Camera/iPad for taking photos of contemporary life at school Computers Printing and poster material if required.

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**Downloadable files**
- Friedensburg_German_School.pdf (/download/lesson_plan_attachments/files/000/000/113/original/Friedensburg_German_School.pdf?1495421447)
- Learning_Design_Partnership_Project.docx (/download/lesson_plan_attachments/files/000/000/212/original/Learning_Design_Partnership_Project.docx?1501132078)

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**Curriculum**

South Australian TfEL:
- 2.1 develop democratic relationships
Australian Curriculum:

Explaining How An Operating System Manages The Relationship Between Hardware, Applications And System Software (ELBT302)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/86ad8f95-406d-4ad6-81b5-4e754213e874)

Comparing The Similarities And Differences Of Two Common Operating Systems (ELBT316)

Identifying How Changes To The Configuration Of An Operating System Change The Operation Of Hardware And Software Components In A Networked Digital System (ELBT92)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/6af67514-4727-48b1-9c0b-d0bf06baaf151)

Explaining The Role Of Hardware And Software Components In Allowing People To Interact With Digital Systems, For Example Using A Mouse Or Touch Pad Or Screen. Speech, Accelerometer (ELBT258)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/20d44492-e345-4584-b7c0-7baa523880b)

Investigating The Operation And Use Of Robotic Process Control Systems (ELBT165)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/86cb5707-46d6-4b5b-b999-b205a99e1aa08)

Explaining Encryption Of Data As A Means Of Protecting Data, For Example Secret Keys And ‘Exclusive Or’ (Xor) And Hashing Algorithms To DigitallySign Data (ELBT461)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c1dc46b0-c0e2-4d53-88fc-1077c7cc5d60)

Explaining How Simple Compression Schemes Reduce The Size Of Repetitive Data, For Example How Run Length Encoding Reduces The Size Of Images (ELBT333)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/223d734f-1f26-4235-8f0e-5959f8bbe8d3)

Explaining The Difference Between Lossy And Lossless Compression, For Example The Difference Between Jpeg And Png Images (ELBT153)

Explaining Codes For Audio Visual Compression, For Example Common Codes For Video Formats (ELBT399)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/560297ac-0a4b-4166-31e4-f345c3a782b3)

Generating A Layout Or Report In A Database Or Applying A Style Sheet To A Web Page (ELBT117)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/6f9b8f2d-50ef-498b-b3a1-1bb279b72c36)

Investigating the role of hardware and software in managing, controlling and securing the movement of and access to data in networked digital systems (ACTDIK034)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a68e11ed-5414-4c2c-a0f7-773e9f352515)

Analyse simple compression of data and how content data are separated from presentation (ACTDIK035)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d0c44d4b-156b-47ff-92c7-f7f99403fa3d)

Developing Strategies And Techniques For Capturing Accurate And Usable Qualitative And Quantitative Data Of Different Formats, For Example Using Text Entry For Open Ended Questions: To Acquire Qualitative Data: Using Radio Buttons Or Checkboxes For Closed Questions To Acquire Quantitative Data (ELBT337)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/3d0b51-44fc-4a4b-385e-5a5b82cd494c)

Identifying Stengths And Weaknesses Of Collecting Data Using Different Methods, For Example Online Surveys, Face To Face Interviews, Phone Interviews, Observation, Blog Entries In Response To A Posting, Phone Logs, Browser History And Online Webcam Systems (ELBT220)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/665a1d5d-9b3f-417c-a1e5-8c5c757806d2)

Developing Strategies To Ensure The Privacy And Security Of Survey Data, For Example Using Numbers Rather Than Names As Identifiers: Password Protecting Files To Reduce Risks Of Modifying Data And Using Captcha™ To Confirm Human Responses (ELBT162)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/3f07233b-dc11-4a17-a43b-b14774334dbf)

Extracting Specific Data From An External Source And Storing It In A Format That Is More Useful For Analysis, For Example Combining Mapping Data From Multiple Electronic Data Sets To Build A Composite Representation (ELBT478)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/6b847798-3a87-4f0c-9a32-3057db83de60)

Using Visualisation Software Tools To Identify Patterns And Relationships Between Sets Of Data And Information, And Support Abstract Reasoning, For Example Representing Data Using Histograms, Network Diagrams And Maps (ELBT166)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/6d5f2e48-d5f7-4735-b805-45e7505d18704)

Summarising Data Using Advanced Filtering And Grouping Techniques, For Example Pivot Tables In Spreadsheets And Aggregation Functions In Databases (ELBT325)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/95f89994-cf47-4730-8ab5-58e8847f8fa)

Automating Calculations, For Example Using Absolute Cell Referencing To Automatically Extend Formulas, And Automating Arithmetic Calculations Using Built In Functions Such As Trigonometry, Compound Interest (ELBT369)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d0f6e2f2-0ace-424f-81f1-af7f97023ce3)

Simulating Simple, Iterative Processes, For Example Modelling Compound Interest Or Ecological Models Using A Spreadsheet (ELBT254)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/dec29c2-09d7-4eaa-b20f-7d5f9997cb3c)

Documenting The Attributes Of Complex Objects And Processes Using A Data Dictionary (ELBT20)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/52a08b0a-346c-403d-a0ff-849a830f8b01)

Interpreting Schemas That Represent Relationships Between Entities And Querying Data Across Tables, For Example Using Foreign Keys To Represent Relationships And Joining Tables In Structured Query Language (Sql) Select
Developing A Preliminary Solution For An Opportunity Or A Need That Typically Contains A Problem Statement, A Set Of Solution Needs Expressed As Functional And Non Functional Requirements, Any Assumptions Or Constraints To Be Considered And The Scope Or Boundaries Of The Solution (ELBT149)

Investigating Different Types Of Functional Requirements For Solutions, For Example Increasing The Speed Of Processing, Calculating New Results, Improving The Quality Of Reports (ELBT360)

Investigating Different Types Of Non Functional Requirements For Solutions, For Example Considering How The Requirements Of Reliability, User Friendliness, Portability And Robustness Could Affect The Way People Use Solutions (ELBT71)

Identifying The Range Of Stakeholders Who Are Associated With Solutions But Are Not Direct Users And Using Techniques Such As Interviewing And Reinterviewing To Clarify Needs (ELBT383)

Using Software Such As Graphic Organisers To Determine A Fundamental Cause Of A Problem Or To Represent Related Elements Of A Problem Solution That Need To Be Jointly Addressed (ELBT282)

Testing A Range Of Text And Graphical User Interface Designs With Clients Who Have Different Needs On The Basis Of Time Taken To Complete The Task And The Number Of Errors Made (ELBT263)

Designing The User Interface Of A Solution Using Story Boards And Mock Ups, For Example Mocking Up The Product Design Of An App For People With Disability (ELBT197)

Identifying Similar Digital Systems And Existing User Interfaces, Assessing Whether Their Elements Can Be Reused (ELBT202)

Evaluating Aspects Of The Total User Experience, That Is, All Aspects Of The System As Perceived By The Users, For Example, A User's Initial Experience Of Setting Up And Using A System, OR A User's Emotional Or Cultural Response To Using A Digital System (ELBT225)

Designing Documentation, Branding, And Marketing For A Digital Solution, For Example A Product Demonstration Screencast Or Getting Started User Guide (ELBT325)

Applying The Principles And Elements Of Design To A Client's Requirements And Evaluating The Success Of A Solution Through An Iterative Feedback Process, For Example Using Customer Feedback To Refine A User Interface To More Effectively Provide Access To Important Features (ELBT514)

Designing Algorithms To Solve Real World Problems And Describing Algorithms Using Flow Charts And Structured English, For Example Start, End, If And Until (ELBT352)

Recognising That Different Algorithms Can Solve A Problem With Different Trade Offs (ELBT353)

Tracing Algorithms To Predict Results And Program State For A Given Input, For Example Desk Checking Or Using An Interactive Debugging Tool (ELBT197)

Using Tracing Techniques To Test Algorithms, For Example Desk Checking An Algorithm For A Given Input By Stepping Through The Algorithm While Keeping Track Of Contents Of The Variables (ELBT996)

Developing Test Cases That Correspond To The Requirements Of The Specifications, For Example Validating Program Behaviour On A Range Of Valid And Invalid User Input (ELBT201)

Coding Separate Modules That Perform Discrete Functions But Collectively Meet The Needs Of The Solution (ELBT230)

Defining Classes That Represent The Attributes And Behaviour Of Objects In The Real World Or In A Game (ELBT396)

Identifying Different Algorithms And Selecting The Most Appropriate Based On The Type Of Problem, For Example Choosing Appropriate Algorithms For Particular Problems (ELBT129)

Selecting Different Types Of Data Structures Such As An Array, Record And Object Model Structured Data (ELBT474)

Investigating Actions, Devices And Events That Are Potential Risks To Information Systems, For Example Losing Portable Storage Devices Containing Important Files, Deliberately Infecting Systems Through Malware, And Power Surges (ELBT567)

Investigating Techniques Used By People And Organisations To Shape How Information Systems Are Used, For Example Refusing To Use Innovations, Using Social Media To Advise On Using Devices, Withdrawing Previous Processes That Can Now Only Be Performed By An Information System (ELBT214)

Investigating The Impact And Opportunities Created Through The Practice Of Planned Obsolescence, For Example Discussing The Benefits And Risks To Users, The Creators And The Environment Of Information Systems Having A Defined Life Span, Taking Into Account Costs, Research And Resource Extraction (ELBT246)

Examining The ICT Policy For Schooling And Evaluating The Impact On Education (ELBT442)

Reviewing The 'Terms Of Use' Policies On Social Media Networks And Predicting Ways In Which These Can Support Advocacy Or Change (ELBT449)


Investigating Legal Responsibilities Of Organisations Regarding The Storage, Communication And Disposal Of Personal And Organisational Data, For Example The Australian Privacy Principles As They Apply To Intellectual Property (ELBT127)

Applying The Principles And Elements Of Design To A Client's Requirements And Evaluating The Success Of A Solution Through An Iterative Feedback Process, For Example Using Customer Feedback To Refine A User Interface To More Effectively Provide Access To Important Features (ELBT514)
Making And Managing The Development Of A Solution, For Example Using Software To Record And Monitor Project Tasks, Responsibilities And Timeframes And To Organise Continuous Opportunities To Review Progress With Collaborative Partners And To Conduct Regular Unit Testing (ELBT217)

Developing An Evolutionary Prototype Iteratively And Incrementally, For Example Regularly Revising Features Of An Application In Response To User Feedback And Development Decisions (ELBT171)

Investigating Indicators Of Economic Success, For Example The Capacity To Scale Up An Innovative Solution To Meet The Demands Of A Massive Market And The Savings Accrued Through Sustainable Practices (ELBT231)

Designing the user experience of a digital system, evaluating alternative designs against criteria including functionality, accessibility, usability, and aesthetics (ACTDIP039)

Design algorithms represented diagrammatically and in structured English and validate algorithms and programs with test cases (ACTDIP040)

Analyse and visualise data to create information and address complex problems, and model processes, entities and their relationships using structured data (ACTDIP037)

Precisely define and decompose real-world problems, taking into account functional and non-functional requirements and including reviewing stakeholders to identify needs (ACTDIP038)

Creating Online Interactive Solutions For Working With Others By Combining Or Modifying Online Software Tools To Support Project Work (ELBT991)

Taking A Photograph Of A Grandparent And Recording An Interview With Them About Life In The Past (ELBT422)

Applying Techniques To Make Ethical Decisions When Faced With Dilemmas About Security And Ownership Of Data, For Example Selecting An Action That Results In The Greatest Benefit For The Most Number Of People; Avoiding The Use Of Photos Of Deceased Persons From Aboriginal And Torres Strait Islander Communities (ELBT422)

Creating An Interactive Web Based Project That Provides Entering Opportunities And Complies With Accessibility Requirements, For Example Using Fragments Of A Web Language To Create Dynamic Content That Supports Interactivity (ELBT110)

Making Generalisations About Data Sets, For Example Comparing Different Ways Of Travelling To And From School Using Collaborative Partners And To Conduct Regular Unit Testing (ELBT217)

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Designing and Managing Online Games To Support Learning Outcomes, For Example Experimenting With Different Ways Of Providing Instructions To Games Software Using A Mouse, Touch Pad, Touch Screen, Keyboard, Stylus, Or Switching Devices, And Using Different Software To Manipulate Text, Numbers, Sound And Images (ELBT263)

Recognising And Using Hardware And Software Components Of Digital Systems And Experimenting With Their Features, For Example Playing With Interactive Toys And Robotic Devices To Determine Which Ones Can Work With Other Devices (ELBT43)

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Recognising That A Digital System Follows Instructions Or Commands, For Example Instructing Robotic Toys To Perform A Function Such As A Dance Movement (ELBT402)

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Conducting A Model Of A Real Or Imaginary Digital Systems Device For Use In Role Play Scenarios And Explaining The Features Of The Device To An Adult (ELBT304)

Sorting Objects And Events Based On Easily Identified Characteristics And Using Digital Systems To Represent Patterns In Data, For Example Sorting Coordinates And Presenting The Patterns Using Seasonal Symbols (ELBT508)

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Experimenting With Different Ways Of Representing Patterns, For Example Using Materials, Sounds, Movements Or Drawing (ELBT99)

Collecting, And Sorting Data Through Play, For Example Collecting Data About Favourite Toys And Sorting Them Into Categories Such As Toys They Like Or Dislike (ELBT23)

Using Digital Systems To Organise Data To Improve Meaning, For Example Using Word Processing Software To Create A List Of Tasks Or Visualisation Software To Create A Mind Map (Diagram) Showing Relationships Between Characters In A Story (ELBT272)

Writing And Entering A Simple Set Of Instructions Jointly To Sequence Events And Instructions, For Example Scanning Column Graphs And Picture Graphs To Represent Different Types Of Items (ELBT293)

Recognise and explore patterns in data and represent data as pictures, symbols and diagrams (ACTDIK002)

Experimenting With Different Ways Of Representing Patterns To Physical Or Virtual Objects Or Robotic Devices To Move In An Intended Manner, Such As Following A Path Around The Classroom (ELBT82)

Recognising Sequences Of Instructions Or Events That Are Commonly Experienced Such As The Sequence Of Traffic Lights Or Instructions For Recording A TV Show Or How Their Lunch Order Is Taken And Delivered (ELBT146)

Recognising Sequences Of Instructions Or Events In A Series Of Slides Or Screens With Text And Pictures (ELBT72)

Describing, Using Drawings, Pictures And Text, The Sequence Of Steps And Decisions In A Solution, For Example To Communicate And Give Meaning Such As A Response Of 'Yes' Or 'No' (ELBT108)

Exploring, Imagining And Comparing The Usefulness Of Different Data Displays, For Example Jointly Creating Simple Column Graphs And Picture Graphs To Represent Different Types Of Items (ELBT293)

Creating Different Patterns Using The Same Elements, For Example Using Patterns Of Coloured Counters To Communicate And Give Meaning Such As A Response Of 'Yes' Or 'No' (ELBT108)

Using Different Peripheral Devices To Display Information To Others, For Example Using A Mobile Device, Interactive Whiteboard Or A Data Projector To Present Information (ELBT177)

Describing And Describing The Sequence Of Steps Needed To Incorporate Multiple Types Of Data In A Solution, For Example Sequencing The Steps In Selecting And Downloading Images And Audio To Create A Book Trailer (ELBT417)

Creating Different Patterns Using The Same Elements, For Example Using Patterns Of Coloured Counters To Communicate And Give Meaning Such As A Response Of 'Yes' Or 'No' (ELBT108)

Using Digital Systems To Organise Data To Improve Meaning, For Example Using Word Processing Software To Create A List Of Tasks Or Visualisation Software To Create A Mind Map (Diagram) Showing Relationships Between Characters In A Story (ELBT272)

Locating And Purposefully Using Visual Or Text Data, For Example Searching Through A Digital Photo Library To Select An Image, Taking Into Account Cultural Considerations Such As Awareness Of Appropriate Use Of Images And Audio Recordings Of Deceased Persons (ELBT712)

Exploring, Imagining And Comparing The Usefulness Of Different Data Displays, For Example Jointly Creating Simple Column Graphs And Picture Graphs To Represent Different Types Of Items (ELBT293)

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Recognising Sequences Of Instructions Or Events That Are Commonly Experienced Such As The Sequence Of Traffic Lights Or Instructions For Recording A TV Show Or How Their Lunch Order Is Taken And Delivered (ELBT146)

Using Digital Systems To Organise Data To Improve Meaning, For Example Using Word Processing Software To Create A List Of Tasks Or Visualisation Software To Create A Mind Map (Diagram) Showing Relationships Between Characters In A Story (ELBT272)

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Using Specific Peripheral Devices To Capture Different Types Of Data. For Example Using A Digital Microscope To Capture Images Of Living And Non Living Things (ELBT199)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c7a10f8b-c6b7-49d0-b220-994a0e24bf3c)

Experimenting With Different Types Of Digital System Components And Peripheral Devices To Perform Input, Output And Storage Functions, For Example A Keyboard, Stylus, Touch Screen, Switch Scan Device Or Joystick To Input Instructions; A Monitor, Printer Or Tablet To Display Information. A Usb Flash Drive And External Hard Drive As Storage Peripheral Devices (ELBT183)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e447705c-6e87-4398-9025-d880b9f8e67f)

Recognising That Images And Music Can Be Transferred From A Mobile Device To A Computer. For Example Using A Cable To Connect Images And Music To Upload In To Cs For A Photo Story (ELBT75)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b1f5d47d-36ea-4ce3-b925-dc7341e89f00)

Explore and use a range of digital systems with peripheral devices for different purposes, and transmit different types of data (ACTDIK007)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/268c13b7-9a35-4a75-8ad1-1ac6ba2ca30d)

Acquire, store and validate different types of data and use a range of commonly available software to interpret and visualise data in context to create information (ACTDIP016)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a85e2830-6f98-46a5-9f31-9955d1892233)

Using Digital Systems To Validate Data. For Example Setting Up Data Types In A Spreadsheet To Make Sure A Date Is Input Correctly (ELBT229)


Selecting And Using Peripheral Devices Suitable To The Data, For Example Using A Data Probe To Collect Data About Changing Soil Temperatures For Plants, Interpreting The Data And Sharing The Results As A Digital Graph (ELBT299)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/7033ad7c-5c4f-4c94-9c08-3d945a1f6276)

Recognising The Difference Between Numerical, Text And Date Formats In Spreadsheets (ELBT51)


Using Software To Automate Calculations To Help With Interpreting Data. For Example Using Functions To Make Arithmetic Calculations Using Multiple Cells And Summing Cell Ranges (ELBT38)


Acquiring Data From Online Sources By Narrowing The Focus. For Example Filtering Data Using Provided Options Or Performing Queries Using Advanced Search Functions (ELBT385)


Using Data Visualisation Software To Help In Interpreting Trends. For Example Uploading Data To A Web Application And Building A Visualisation Of The Dataset (ELBT223)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/dc0a6da3-270d-4606-8eae-8ae6ba824fb4)

Years 5 and 6 Achievement Standard

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/2301739b-9c95-4d8a-9004-5b9c55c0f495)

Years 7 and 8 Achievement Standard

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e733b15f-19f4-4c34-a465-4f1fbeb8b738)

Using Features And Functions Of Software To Summarise Data To Create Information, For Example Calculating A Simple Budget Of Income And Expenses And Creating A Yearly Summary Table For Analysis (ELBT395)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c1656e32-65a8-4260-9a44-3f943d24800ca)

Visualising Data To Create Information, For Example Identify Trends And Outlier Data From Spreadsheets Using Plots, Or Displaying Decoded Data On A Map (ELBT185)


Applying A Set Of Conditions To A Spreadsheet To Organise And Filter Data. For Example Using Conditional Formatting To Highlight The State Of Particular Cells, And Filtering And Sorting Categorical Data Using Column Filters (ELBT241)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/13f1f8b6e-16b9-4162-b8d1-81f7d050f6f8)

Querying An Existing Database To Extract Data For Analysis, For Example Devising Multiple Selection Criteria Or Using Simple Structured Query Language (Sql) To Select Statements To Select Records And Retrieve Specified Fields (ELBT386)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/795e977a-5ed1-411a-bc21-3656dca5d0aa)

Describing The Attributes Of Complex Objects, For Example Defining The Records, Fields, Formats And Relationships Of A Simple Dataset (ELBT193)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/6d530b78-d87c-47df-a14e-9c79466ef5f5)

Modelling The Attributes Of Real World Objects For A Computer Game (ELBT87)


Determining The Factors That Influence Proposed Solution Ideas, For Example User Age Affects The Language Used For Instructions, And The Size Of Buttons And Links, Identifying How Loss Influences Captured Or Audio Described Multimedia As Alternative Ways That Common Information Is Presented On A Website (ELBT458)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/88590c0e-6885-4775-bbd6-152d8522cc0d)

Investigating Types Of Environmental Constraints Of Solutions, For Example Reducing Energy Consumption And On Screen Output Of Solutions (ELBT32)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a9a2821a-94db-4941-b8c7-ef053f59f96a)

Identifying That Problems Can Be Decomposed Into Sub Elements, For Example Creating A Decision Tree To Represent The Breakdown And Relationships Of Sub Elements To The Main Problem Or Identifying The Elements Of Game Design Such As Characters, Movements, Collisions And Scoring (ELBT262)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/0e0ef5b8-3b8f-42d7-88ce-7de0efff0c3b)

Starting From A Simplified System. Gradually Increase Complexity Until A Model Of A Real World System Is Developed. And Record The Difficulties Associated With Each Stage Of Implementation (ELBT356)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c3ae9e87-1dc3-bc3e-4570-a535-0db935a939eb)

Organising The Instructions And Files In Readiness For Implementation Of A Solution, For Example Applying A File Naming Convention To All Data Files That Are Going To Be Used To Create Solutions (ELBT299)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/9fa4dcb4-b956-45c2-bc1b-7e85d3e27935)

Documenting The Tasks That Need To Be Done, Their Order And The Resources That Are Needed To Create Solutions (ELBT59)


Devising And Applying Protocols To Manage The Collaborative Creation Of Solutions, For Example Planning To Use Cloud Computing To Store Common Files And Establishing Virtual Meetings That Acknowledge Time Zone Differences (ELBT407)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/0aa223da-3b29-4926-bc09-0d999442bd08)

Organising The Timeline, Resources, File Naming Conventions, Back Up Measures And Sequence Of Tasks Required To Collaboratively Create Solutions That Meet Specified Needs (ELBT281)


Analyse and visualise data using a range of software to create information, and use structured data to model objects or events (ACTDIP026)


Define and decompose real-world problems taking into account functional requirements and economic, environmental, social, technical and usability constraints (ACTDIP027)
Plan and manage projects, including tasks, time and other resources required, considering safety and sustainability (ACT09043)

Evaluating Design And Technology Professions And Their Contributions To Society Locally, Nationally, Regionally And Globally. For Example Aboriginal Designers Collaborating With International Craftspersons For Local Enterprises (ELBT1359)

Recognising The Impact Of Past Designed Solutions And Possible Future Decisions In Relation To Creating Preferred Futures, For Example The Design Of Public Transport Systems That Use Renewable Energy And The Design Of Rural Communities To Reduce Fire Risk (ELBT372)

Considering The Factors That Influence Design And Professional Designers And Technologists, Including Time, Access To Skills, Knowledge, Finance, Expertise, For Example Aboriginal Designers Working With Rapid Prototyping Manufacturers In China (ELBT115)

Explaining How Product Life Cycle Thinking Can Influence Decision Making Related To Design And Technologies, For Example Reusing Products To Provide For Re Use, Selecting A Material For A Product That Has A Lower Carbon Footprint (ELBT226)

Exploring The Ways Commercial Enterprises Respond To The Challenges And Opportunities Of Technological Change, For Example E Commerce, And Carbon Footprint (ELBT479)

Exploring The Consequences Of Social, Ethical And Sustainability Decisions For Products, Services And Environments, For Example Environmental And Social Impacts Of Intensive Production Systems (ELBT791)

Predicting The Impact Of Emerging Technologies For Preferred Futures (ELBT378)

Constructing Scenarios Of How The Future May unfold (Forecasting) And What Impacts There May Be For Society And Particular Groups, And Back Casting From Preferred Futures (ELBT400)

Recognising Real World Problems And Understanding Basic Needs When Considering Designed Solutions, For Example Engineers Without Borders High School Outreach Program Allows Students To Design Solutions To Problems In A Country In Asia (ELBT189)

Examining The Way Common Machines Combine Properties Of Materials And Force, Motion And Energy In, For Example, Cranes On Building Sites (ELBT152)

Examining And Explaining The Interaction Between Material Properties And Function Of A Designed System, Such As An Air Brake (ELBT435)

Analysing The Relationship Between Material Properties, Forces And Safety In Engineered Structures Such As Bridges (ELBT105)

Criticalising The Effectiveness Of The Combinations Of Materials, Forces, Energy And Motion In An Engineered System Such As A 3D Printer (ELBT101)

Calculating Forces, Reactions And Loads In Structures (ELBT161)

Examining Emerging Production Technologies And Methods In Terms Of Productivity, Profitability And Sustainability, For Example Vertical Farming, Recirculation Technologies In Aquaculture (ELBT126)

Investigating How Digital Technologies Could Be Used To Enhance Food Production Systems, For Example Global Positioning System (GPS) For Managing Animals, Crop Sensors Or Automated Animal Feeding Or Milking (ELBT116)

Comparing The Environmental Impacts Of Intensive And Extensive Production Systems And Their Contribution To Food And Fibre Production (ELBT212)

Investigating The Interdependence Of Plants And Animals In Food And Fibre Production (ELBT191)

Examining The Marketing Chain Of A Range Of Agricultural Products And Outlining The Effect Of Product Processing And Advertising On Demand And Price (ELBT185)

Taking Account Of Animal Welfare Considerations In Food And Fibre Production Enterprises (ELBT60)

Experimenting With Food Preservation Methods Such As Freezing And Dehydrating To Determine Changes To Food Structure And How These Impact On Designing Healthy Food Solutions, For Example Dehydrating Fruit For The Lunch Box (ELBT174)

Conducting Sensory Assessment Testing Of A Range Of Foods To Determine How These Characteristics Might Be Used To Enhance Food Solutions, For Example Taste Testing A Variety Of Milks, Comparing Freshly Squeezed Juice To Commercial Juices (ELBT427)

Determining How The Causes Of Food Spoilage Can Be Addressed When Preparing, Cooking, Presenting And Storing Food Items, For Example Developing A Comprehensive Checklist Of Considerations For Safe And Hygienic Food Storage And Preparation Including Danger Zone Temperatures For A Food Service (ELBT477)

Preparing And Presenting Foods Using A Range Of Techniques To Ensure Optimum Nutrient Content, Flavour, Texture, Colour And Visual Appeal, For Example Designing And Producing A Healthy Snack For The Canteen And Using Food Photography And Digital Technologies To Promote The Item In A Healthy Eating Campaign (ELBT32)

Evaluating Design And Technology Professions And Their Contributions To Society Locally, Nationally, Regionally And Globally. For Example Aboriginal Designers Collaborating With International Craftspersons For Local Enterprises (ELBT1359)
Critiquing The Design Of An Existing Product To Identify Environmental Consequences Of Material Selection (ELBT374)

Justifying Decisions when Selecting From A Broad Range Of Technologies – Materials, Systems, Components, Tools and Equipment, For Example Selecting Low Emission Paints And Locally Sourced Materials (ELBT295)

Analysing And Explaining The Ways In Which The Properties And Characteristics Of Materials Have Been Considered In The Design Of A Product With Specific Requirements Such As Reduced Weight To Reduce Transport Costs In Rural Australia (ELBT32)

Investigating Emerging Materials And Their Impact On Design Decisions (ELBT328)

Examining Factors Influencing The Design Of A Product That Has An Explicit Environmental Emphasis, For Example The Low Flush Toilet (ELBT187)

Critiquing Product Manufacturing Processes In Relation To Society, Ethics, And Sustainability Factors, For Example A Mechanised Enforcement System; An Interactive Multimedia Tool To Teach A Concept To A Student In A Country In Asia (ELBT336)

Critiquing The Social Nature Of Services, For Example A Signage System To Manage Students And Community Members During A School Function (Signs May Include Words, Pictures And/Or Braille); Organisational System For An Aged Care Facility (ELBT410)

Critiquing Environments In Relation To Preferred Futures In Relation To Society, Ethics And Sustainability Practice, For Example The Re Design Of A Local Wetland (ELBT397)

Investigate and make judgments on how the characteristics and properties of materials are combined with force, motion and energy to create engineered solutions (ACTDEK043)

Investigate and make judgments on the ethical and sustainable production and marketing of food and fibre (ACTDEK044)

Investigate and make judgments on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating (ACTDEK045)

Investigate and make judgments on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions (ACTDEK046)

Investigate and make judgments, within a range of technologies specialisations, on how technologies can be combined to create designed solutions (ACTDEK047)

Critiquing The Design Of New Products To Identify How Well Design Ideas Respond To Sustainability Issues (ELBT796)

Critiquing A Range Of Design And Technologies Ideas, For Example Assessing Those That Draw On The Intellectual Property Of Others, Exploring How Well The Ideas Respond To International And Australian Standards (ELBT143)

Considering The Needs Of Community Groups To Identify Rich Design Tasks (ELBT500)

Examining Relationships Of Property For Complementary Materials For Products, For Example Examining Compressive And Tensile Strengths Of Materials (ELBT116)

Identifying Appropriate Tools, Equipment, Techniques And Safety Procedures For Each Process And Evaluating Production Processes For Accuracy, Quality, Safety And Efficiency (ELBT470)

Using Techniques Including Combining And Modifying Ideas And Exploring Functionality To Generate Solution Concepts (ELBT285)

Understanding Functional, Structural And Aesthetic Analyses Of Benefits And Constraints Of Design Ideas, For Example To Different Communities And Environments Including Those From The Countries Of Asia (ELBT3)

Re Imagining Designs To Feature Emerging Technologies (ELBT328)

Examining Competing Variables That May Hinder Or Enhance Project Development, For Example Weight, Strength And Price; Laws, Social Protocols And Community Consultation Processes (ELBT164)

Producing Drawings, Models And Prototypes To Explore Design Ideas, For Example Using Technical Drawing Techniques, Digital Imaging Programs, 3D Printers Or Augmented Reality Modelling Software; Producing Multiple Prototypes That Show An Understanding Of Key Aesthetic Considerations In Designing Products (ELBT23)

Communicating Using Appropriate Technical Terms And Recording The Generation And Development Of Design Ideas For An Intended Audience Including Justification Of Decisions, For Example Developing A Digital Portfolio With Images And Text Which Clearly Communicates Each Step Of A Design Process (ELBT159)

Refining Technical Skills And Using Production Skills With Quality Design Solutions And To Reduce Risks In Production (ELBT445)

Using Materials, Components, Tools, Equipment And Techniques Safely And Considering Alternatives To Maximise Sustainability, For Example Using Timber Because It Stores Carbon And Offsets The Demand For Alternative Products (ELBT160)

Experimenting With Innovative Combinations And Ways Of Manipulating Traditional And Contemporary Materials, Components, Tools And Recording Findings In A Collaborative Space To Debate The Merits
Establishing Specific Criteria For Success When Evaluating Designed Solutions (ELBT44)

Preparing And Transferring New Knowledge And Skills To Future Design Projects (ELBT46)

Reflecting On Learning, Evaluating Processes And Transferring New Knowledge And Skills To Future Design Projects (ELBT46)

Collaborating To Develop Production Plans For Equitable Distribution Of Work (ELBT348)

Investigating Manufacturing Processes To Identify Strategies To Enhance Production (ELBT335)

Critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas (ACTDEP048)

Applying design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication (ACTDEP049)

Work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions (ACTDEP051)

Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability (ACTDEP051)

Develop projects plans using digital technologies to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes (ACTDEP052)

Design and Technologies Knowledge and Understanding (ELBT409)

Design and Technologies Processes and Production Skills (ELBT46)

Years 9 And 10 Achievement Standard

Years 9 And 10 Achievement Standard

Considering The Ways In Which The Characteristics And Properties Of Technologies Will Impact On Designed Solutions, For Example The Choice Of Building Materials And Housing Design In Australia And The Countries Of Asia; The Properties Of Textile Fibres And Fabrics Determine End Use (ELBT144)

Establishing Materials And Equipment Needs Using Digital Technologies Such As Spreadsheets (ELBT289)

Investigating Aspects Of Technologies Specialisations, For Example In Architecture, Critiquing The Design Of An Existing Building To Identify Features Of Passive Design Or In Fashion, Evaluating The Sustainability Of Different Fibres (ELBT464)

Investigating And Selecting From A Broad Range Of Technologies − Materials, Systems, Components, Tools And Equipment − When Designing For A Range Of Technologies Contexts (ELBT203)

Considering The Which The Characteristics And Properties Of Technologies Will Impact On Designed Solutions, For Example The Choice Of Building Materials And Housing Design In Australia And The Countries Of Asia; The Properties Of Textile Fibres And Fabrics Determine End Use (ELBT144)


Analyse ways to produce designed solutions through selecting and combining characteristics and properties of materials, systems, components, tools and equipment (ACTDEK034)

Generate, develop, test and communicate design ideas, plans and processes for various audiences using appropriate technological terms and technologies including graphical representation techniques (ACTDEP036)

For Example The Choice Of Building Materials And Housing Design In Australia And The Countries Of Asia; The Properties Of Textile Fibres And Fabrics Determine End Use (ELBT203)

Evaluating Environments That Have Been Designed In Consultation With Community Groups, For Example A Bush Tucker Community Garden Developed In Consultation With Local Elders (ELBT76)


Evaluating Production Processes To Respond To Unforeseen Challenges Or Opportunities, For Example When Producing Bulk Quantities Of Recipes, Lower Than Average Rainfall And Impacts On Growth, Materials With Unexpected Faults (ELBT409)

Evaluating Projects For Their Long Term Application, Functionality And Impact (ELBT249)

Investigating And Selecting From A Broad Range Of Technologies − Materials, Systems, Components, Tools And Equipment − When Designing For A Range Of Technologies Contexts (ELBT203)

Design and Technologies Processes and Production Skills (ELBT46)

Chief Executive Officer − When Designing For A Range Of Technologies Contexts (ELBT203)

Investigating And Selecting From A Broad Range Of Technologies − Materials, Systems, Components, Tools And Equipment − When Designing For A Range Of Technologies Contexts (ELBT203)

Design and Technologies Knowledge and Understanding (ELBT409)

Design and Technologies Processes and Production Skills (ELBT46)

Establishing Specific Criteria For Success When Evaluating Designed Solutions (ELBT44)

Preparing And Transferring New Knowledge And Skills To Future Design Projects (ELBT46)

Reflecting On Learning, Evaluating Processes And Transferring New Knowledge And Skills To Future Design Projects (ELBT46)

Collaborating To Develop Production Plans For Equitable Distribution Of Work (ELBT348)

Investigating Manufacturing Processes To Identify Strategies To Enhance Production (ELBT335)

Critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas (ACTDEP048)

Applying design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication (ACTDEP049)

Work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions (ACTDEP051)

Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability (ACTDEP051)

Develop projects plans using digital technologies to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes (ACTDEP052)

Design and Technologies Knowledge and Understanding (ELBT409)

Design and Technologies Processes and Production Skills (ELBT46)

Years 9 And 10 Achievement Standard

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Generate, develop, test and communicate design ideas, plans and processes for various audiences using appropriate technological terms and technologies including graphical representation techniques (ACTDEP036)

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Evaluating Environments That Have Been Designed In Consultation With Community Groups, For Example A Bush Tucker Community Garden Developed In Consultation With Local Elders (ELBT76)


Using A Variety Of Critical And Creative Thinking Strategies Such As Brainstorming, Sketching, 3D Modelling And Generating Innovative Design Ideas (ELBT339)

Considering Which Ideas To Further Explore And Investigating The Benefits And Drawbacks Of Ideas, For Example Using Digital Pasting To Capture The Views Of Different Groups In The Community (ELBT129)

Identifying Factors That May Hinder Or Enhance Project Development, For Example Intercultural Understanding (ELBT460)

Developing Models, Prototypes Or Samples Using A Range Of Materials, Tools And Equipment To Test The Functionality Of Ideas (ELBT178)

Producing Annotated Concept Sketches And Drawings, Using: Technical Terms, Scale, Symbols, Pictorial And Aerial Views To Draw Environments; Production Drawings, Orthogonal Drawings; Patterns And Templates To Explain Design Ideas (ELBT325)

Documenting And Communicating The Generation And Development Of Design Ideas For An Intended Audience, For Example Developing A Digital Portfolio With Images And Text Which Clearly Communicates Each Step Of A Design Process (ELBT296)

Effectively and safely use a broad range of materials, components, tools, equipment and techniques to make designed solutions (ACTDEP037)

Developing Technical Production Skills And Safe Working Practices With Independence To Produce Quality Solutions Designed For Sustainability (ELBT277)

Practising Techniques To Improve Expertise, For Example Handling Animals, Cutting And Joining Materials (ELBT439)

Identifying And Managing Risks In The Development Of Various Projects, For Example Working Safely, Responsibly, Cooperatively And Ethically On Design Projects, Assessing Uncertainty And Risk In Relation To Long Term Health And Environmental Impacts (ELBT432)

Developing Innovative Ways Of Manipulating Technologies Using Traditional And Contemporary Materials, Components, Tools, Equipment And Techniques And Considering Alternatives Including Emerging Technologies That Could Be Substituted To Reduce Waste Or Time (ELBT31)

Independently develop criteria for success to assess design ideas, processes and solutions and their sustainability (ACTDEP038)

Developing Criteria For Success To Assess The Success Of Designed Solutions In Terms Of Aesthetics, Functionality And Sustainability (ELBT92)

Considering How To Improve Technical Expertise (ELBT273)

Evaluating Designed Solutions And Processes And Transferring New Knowledge And Skills To Future Design Projects (ELBT98)

Use project management processes when working individually and collaboratively to coordinate production of designed solutions (ACTDEP039)

Explaining And Interpreting Drawings, Planning And Production Steps Needed To Produce Products, Services Or Environments For Specific Purposes (ELBT54)

Organising Time, Evaluating Decisions And Managing Resources To Ensure Successful Project Completion And Protection Of The Work Space And Local Environment (ELBT86)

Identifying Risks And How To Avoid Them When Planning Production (ELBT473)

Identifying Factors That May Hinder Or Enhance Project Development, For Example Intercultural Understanding (ELBT200)

Years 5 And 6 Achievement Standard

Generating A Range Of Design Ideas For Products, Services Or Environments Using Prior Knowledge, Skills And Research (ELBT408)

Developing Alternative Design Ideas And Considering Implications For The Future To Broaden The Appeal And Acceptance Of Design Ideas (ELBT200)

Analysing And Modifying Design Ideas To Enhance And Improve The Sustainability Of The Product, Service, Environment Or System (ELBT365)

Representing And Communicating Design Ideas Using Modelling And Drawing Standards Including The Use Of Digital Technologies, For Example Scale, Symbols And Codes In Diagrams; Pictorial Maps And Aerial Views Using Web Mapping Service Applications (ELBT364)

Experimenting With Materials, Tools And Equipment To Refine Design Ideas, For Example Considering The Selection Of Materials And Joining Techniques To Suit The Purpose Of A Product (ELBT267)

Matching Material And Joining Techniques To The Design Intention, For Example Accurately Cutting And Sewing The Fabric Pieces To Make A Community Banner Or Joining Components To Produce An Electric Circuit (ELBT398)

Working Safely, Responsibility And Cooperatively To Ensure Safe Work Environments, For Example The Safe Use Of Equipment When Making A Water Resistant, Floating Craft Or A Model Of An Environmentally Sensitive Outdoor Shelter (ELBT272)

Using Appropriate Personal Protective Equipment Required For The Use Of Some Tools And Equipment, For Example Protective Eyewear (ELBT375)

Identifying Risks And How To Avoid Them When Planning Production (ELBT473)

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Using Appropriate Personal Protective Equipment Required For The Use Of Some Tools And Equipment, For Example Protective Eyewear (ELBT375)
Outlining The Planning And Production Steps Needed To Produce A Product, Service Or Environment Using Digital Technologies (ELBT443)

The Behaviour And Performance Of A Product Or System, For Example Woomera Design (ELBT119)

Examining The Suitability Of A Service Or Everyday System And Proposing Improvements, For Example A Water Saving System For A Bathroom At Home (ELBT154)

Examining The Essential Features Of Existing Processes To Inform Project Planning Including Safe Work Practices That Minimise Risk (ELBT225)

Generating, developing, communicate and document design ideas and processes for audiences using appropriate technical terms and graphical representation techniques (ACTDEP025)

Identifying When Materials, Tools And Equipment Are Required For Making The Solution (ELBT165)

Reflecting On Planned Steps To See If Improvements Can Be Made (ELBT392)

Examining The Suitability Of A Service Or Everyday System And Proposing Improvements, For Example A Water Saving System For A Bathroom At Home (ELBT154)

Investigating Materials, Components, Tools And Equipment, Including By Using Digital Technologies, To Discover Their Characteristics And Properties, How They Can Be Used More Sustainably And Their Impact In The Future (ELBT427)

Examining, Playing With And Testing Materials For Their Appropriateness, For Example Materials For A New Sun Shade Product (ELBT151)

Describing Ideal Conditions For Successful Plant And Animal Production Including How Climate And Soils Affect The Wheat And Sheep Belts, Areas Where Sugar Cane Or Rice Are Grown, Northern Australia's Beef Industry, Or The Impact Of Natural Disasters On Design Of Constructed Environments Such As The Structural Design Of Buildings In Japan To Withstand Earthquakes (ELBT287)

Exploring, Playing With And Testing Materials For Their Appropriateness, For Example Materials For A New Sun Shade Product (ELBT151)

Identifying When Materials, Tools And Equipment Are Required For Making The Solution (ELBT165)

Identifying Inputs (What Goes In To The System), Processes (What Happens Within The System) And Outputs (What Comes Out Of The System), For Example Designing And Testing A Container Or Parachute That Will Keep An Egg Intact When Dropped From A Height (ELBT302)

Identifying The Impact Of Environments On Users, For Example A School Vegetable Garden, A Protected Outdoor Play Area (ELBT236)

Examining Materials, Components, Tools And Equipment, Including By Using Digital Technologies, To Discover Their Characteristics And Properties, How They Can Be Used More Sustainably And Their Impact In The Future (ELBT427)

Generating, developing, communicate and document design ideas and processes for audiences using appropriate technical terms and graphical representation techniques (ACTDEP025)

Referring To The National Water Commission To Assess The Suitability Of A Proposed Water Treatment System For A Bathroom At Home (ELBT154)

Exploring, Playing With And Testing Materials For Their Appropriateness, For Example Materials For A New Sun Shade Product (ELBT151)

Describing Ideal Conditions For Successful Plant And Animal Production Including How Climate And Soils Affect The Wheat And Sheep Belts, Areas Where Sugar Cane Or Rice Are Grown, Northern Australia's Beef Industry, Or The Impact Of Natural Disasters On Design Of Constructed Environments Such As The Structural Design Of Buildings In Japan To Withstand Earthquakes (ELBT287)

Performing A Structure That Floats; A Bridge To Carry A Load (ELBT210)

Generating, developing, communicate and document design ideas and processes for audiences using appropriate technical terms and graphical representation techniques (ACTDEP025)

Examining, Playing With And Testing Materials For Their Appropriateness, For Example Materials For A New Sun Shade Product (ELBT151)

Exercising A Wound Rubber Band To Propel A Model Boat (ELBT302)

Examining The Impact Of Natural Disasters On Design Of Constructed Environments Such As The Structural Design Of Buildings In Japan To Withstand Earthquakes (ELBT287)

Identifying And Exploring Properties And Construction Relationships Of An Engineered Product Or System, For Example A Japanese Bunraku Puppet Or A Model Windmill With Moving Sails (ELBT483)

Examining The Suitability Of A Service Or Everyday System And Proposing Improvements, For Example A Water Saving System For A Bathroom At Home (ELBT154)

Identifying And Exploring Properties And Construction Relationships Of An Engineered Product Or System, For Example A Japanese Bunraku Puppet Or A Model Windmill With Moving Sails (ELBT483)

Examining The Suitability Of A Service Or Everyday System And Proposing Improvements, For Example A Water Saving System For A Bathroom At Home (ELBT154)

Generating, developing, communicate and document design ideas and processes for audiences using appropriate technical terms and graphical representation techniques (ACTDEP025)

Examining The Behaviour And Performance Of A Product Or System, For Example An Improved Water Faucet (ELBT179)
Investigating The Suitability Of Technologies − Materials, Systems, Components, Tools And Equipment − When Designing And Making A Product, Service Or Environment, For Example A Toy For A Young Child, A Composting System For Household Waste Management, Raised Garden Beds For Improved Access, Weaving Nets, Bags Or Baskets (ELBT436)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b78f6cd2-6d69-45c5-93e5-207fb2ca1a76)

Comparing How Different Components Interrelate And Complement Each Other In A Finished Designed Solution, For Example Investigating And Playing With Joining Processes For A Variety Of Materials In The Production Of Common Products (ELBT404)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c2b05bb0-c047-4a47-a2e3-33f8bba869f5)

Investigating Local Constructed Environments To Compare How Buildings Were Constructed In The Past And In The Present And Noting Innovations (ELBT294)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/1acb1080-4119-4008-8a89-69382e543e16)

Analysing Products, Services And Constructed Environments From A Range Of Technologies Contexts With Consideration Of Possible Innovative Solutions And Impacts On The Local Community And The Sustainability Of Its Environment (ELBT740)


Recognise the role of people in design and technologies occupations and explore factors, including sustainability that impact on the design of products, services and environments to meet community needs (ACTDEK010)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b89aee3bc-1a6c-42cf-93b0-c5f59f200e17)

Investigate how forces and the properties of materials affect the behaviour of a product or system (ACTDEK011)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/aa4a322b-0471-4c6e-9dfc-3edf7d8b88f1)

Investigate food and fibre production and food technologies used in modern and traditional societies (ACTDEK012)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/1d694ede-9ba4-45c2-aaf0-97999da7ab41)

Investigate the suitability of materials, systems, components, tools and equipment for a range of purposes (ACTDEK013)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/6efa8856-9ae8-4ae4-9d4d-a1d2b50fa2e2)

Design and Technologies Knowledge and Understanding

link (http:// rdf.australiancurriculum.edu.au/elements/2014/09/b522f57f-acce-4ec0-9f28-faf4d48e75b7)

Years 3 And 4 Achievement Standard

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/7e4bdc29-4e3b-42ad-b524-aa797c87f0e8)

Exploring Ways Of Joining, Connecting And Assembling Components That Ensure Success (ELBT351)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d0d93df8-3b1a-40ad-8c2b-49f1eadc6160)

Generating A Range Of Design Ideas For Intended Products, Services, Environments (ELBT174)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/86614d60-b02e-4736-3760-a00d9effb1f6)

Identifying The Properties Of Materials Needed For The Designed Solution (ELBT10)


Visualising And Exploring Innovative Design Ideas By Producing Thumbnail Drawings, Models And Labelled Drawings To Explain Features And Modifications (ELBT271)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a12a5d6e-ad92-4ac3-b4ae-91b949ab8530)

Planning, Sharing And Documenting Creative Ideas And Processes Using Digital Tools Such As A Class Blog Or Collaborative Document (ELBT388)


Using Appropriate Technologies Terms To Confidently Describe And Share With Others Procedures And Techniques For Making, For Example Cutting And Joining Materials (ELBT165)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/629a444c-1cdd-4c4c-bece-ef85b82e992b)

Exploring Ways Of Joining, Connecting And Assembling Components That Ensure Success, For The Impact Digital Technologies Have Had On These Processes (ELBT250)


Using Tools And Equipment Accurately When Measuring, Marking And Cutting; And Explaining The Importance Of Accuracy When Designing And Making, For Example Creating A Template, Measuring Ingredients In A Recipe, Sowing Seeds (ELBT67)


Selecting And Using Materials, Components, Tools, Technologies And Equipment Which Contribute To The Environmental Impact At Each Stage Of The Production Process (ELBT269)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/0e7e6a29-ccaa-491f-87cf-76b57caba33c)

Demonstrating Safe, Responsible And Cooperative Work Practices When Designing Designed Solutions (ELBT128)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/89b8293a-5361-98b2-c29b964ac598)

Negotiating Criteria For Success With Class Or Group Members (ELBT411)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e99e4edc-7243-4d03-b0e3-2bedf2a3a3a5)

Evaluating, Revising And Selecting Design Ideas, Based On Criteria For Success And Including Consideration Of Ethics, Social Values And Sustainability (ELBT342)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/76544f87-52c7-489c-a5a9-3a9cbba668a1)

Evaluating The Functional And Aesthetic Qualities Of A Designed Solution (ELBT35)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/9b2d3f3e-0e06-4874-9566-eead4d2ecdf0)

Reflecting On The Sustainability Implications Of Selected Designed Solutions (ELBT158)


Comparing The Amount Of Waste That Would Be Produced From Different Design And Development Options And The Potential For Recycling Waste (ELBT406)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/55c3db10-bfd3-4f14-8299-3d2bdcff422)

Reflecting On Designed Solutions To Critique And Assess Suitability, Sustainability And Enterprise Opportunities And Determine How Well They Meet Success Criteria (ELBT414)


Determining Planning Processes As A Class, For Example Recording A Procedure Or Creating Time Plans (ELBT122)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/4f3f5bad-3e6b-a45a-a862-c457f72b8028)

Managing Time And Resource Allocation Throughout Production, For Example Materials, Tools, Equipment And People (ELBT570)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/30a44d41-6d10-4478-bef0-4586db9adee9)

Identifying The Steps In A Mass Production Process (ELBT457)


Sequencing Steps To Collaboratively Produce A Designed Solution (ELBT350)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/bb70d6c2-2531-44ce-84f1-4f3daddf0f3e)

Generate, develop, and communicate design ideas and decisions using appropriate technical terms and graphical representation techniques (ACTDEP015)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/bf3f9b02-e9bd-4de1-8eb6-fd9ec32928c)

Select and use materials, components, tools and equipment using safe work practices to make designed solutions (ACTDEP016)
Evaluate design ideas, processes and solutions based on criteria for success developed with guidance and including care for the environment (ACTDEP017)


Plan a sequence of production steps when making designed solutions individually and collaboratively (ACTDEP018)


Exploring How Local Products, Services And Environments Are Designed By People For A Purpose And Meet Social Needs, For Example The Range Of Shelters Provided For The Public In A Local Community; Graphical Displays To Market School And Community Events (ELBT170)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/9e1a0a61-66d3-4c9f-ba26-deaf8fc448bab)

Asking Questions About Natural And Managed Environments And Impacts On Them When Selecting Materials, Tools And Equipment When Designing And Making Products, For Example Harvesting Products From The School Garden And Using Recycled Clothing (ELBT169)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/8f60867d-0d55-4205-b84b-2942288d021)

Making Design Decisions Based On Personal And Family Needs, For Example Downloading And Comparing Recipes To Suit Available Cooking Facilities Such As Cooking In The Bush Compared To Cooking In A Kitchen (ELBT135)


Exploring And Critiquing Products, Services And Environments For Their Impact On Sustainability, For Example The Environmental Risks And Benefits Of A System For Organically Or Hydroponically Growing A Vegetable Crop From Seed Or Seedling To Harvest (ELBT21)


Exploring How The Principles Of Push And Pull Are Used In The Design Of Toys, For Example In A Spinning Top Such As An Aboriginal Mammandur (ELBT134)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/9c0c87-8a69-cd1a-ae60-58221f1e251f)

Identifying, And Playing And Experimenting With, Components Such As Wheels, Ball, Slides, Springs And Available Local Materials, Tools And Equipment To Solve Problems Requiring Movement (ELBT123)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/7f93a35e-e0c6-4c15-9d7f-8520b8290f76)

Selecting Materials To Demonstrate How Material Properties Are Appropriate For Particular Designed Solutions, For Example Materials That Enable Sliding Or Floating (ELBT142)


Exploring A System Such As A Marionette Or Indonesian Wayang Kulit Shadow Puppet To See That By Combining Materials With Forces Movement Can Be Created (ELBT242)

link (http://.rdf.australiancurriculum.edu.au/elements/2014/09/19a94aa2-28d3-456c-9700-8f178c5eade4)

Combining Materials And Using Forces In Design, For Example Designing The Door On A Cage Or A Simple Conveyor Belt To Move Materials Short Distances (ELBT468)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/9e227297-994c-4dcb-848b-cc5c0c6e857699a)

Exploring How To Manipulate Materials Using A Range Of Tools, Equipment And Techniques To Create Movement, For Example When Constructing A Toy Boat That Floats And Moves (ELBT237)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/1fa33582-4a20-4a7c-805f-5a2b9f60d320)

Exploring Which Plants And Animals Can Provide Food Or Materials For Clothing And Shelter And What Basic Needs Those Plants And Animals Have (ELBT329)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/50a908ae-9-96af-4071-bc9e-5ab4f0f3140f)

Identifying Products That Can Be Designed And Produced From Plants And Animals, For Example Food Products, Paper And Wood Products, Fabrics And Yarns, And Fertilisers (ELBT481)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ae909ad7-bf5f-4d16-a3c3-00778cc48693)

Considering The Suitability Of A Range Of Tools When Cultivating Gardens, Mulching And Building Garden Structures And Preparing And Cooking Food From Recipes (ELBT194)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/1fa0fbaa-2f7f-43c1-bf8c-a16cd4ab4ab9)

Identifying And Categorising A Wide Range Of Foods, Including Aboriginal Bush Foods, Into Food Groups And Describing Tools And Equipment Needed To Prepare These For Healthy Eating (ELBT209)


Exploring How People From Different Cultures Including Those Of Asia Design And Produce Different Cuisines Based On The Plants And Animals In Their Region And Available Tools And Equipment (ELBT312)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/7eead111-c8e8-4a3b-9f02-60909dd5f3a35e)

Exploring The Tools, Equipment And Techniques Used To Prepare Food Safely And Hygienically For Healthy Eating (ELBT544)


Exploring Designed Solutions To Meet Individual, Family And Community Needs With A Focus On Materials, For Example Fabrics Used For Sports Clothing, Soft Fall For Play Spaces (ELBT288)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/5a10a3a5-49fd-4950-af4a-5d4f0eecc357c1)

Developing New Meanings For Objects And Action During Play, For Example Exploring How Household Packaging Can Be Used To Represent Other Objects (ELBT180)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/fe9ae8459-3f38-4bfe-b6f5-b55231060e1b)

Exploring Systems Used In The Classroom Or Community For Creatively Dealing With Problems And Needs, For Example Storage Systems For Equipment, Traffic System Flow For Drop And Go Zones, The Use Of Heists And Ramps To Facilitate Access (ELBT175)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/5a102cc9-9f9b-4d32-8a1a-a9f818c97fe6)

Exploring Facilities In Local Environments For Accessibility And Environmental Impact, For Example Location Of Bike Tracks And Sporting Fields Using Digital Maps To View Local Area (ELBT260)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/03ca8292-1f95-4e3c-8b8c-7f08b78e8f4c)

Exploring Materials, Components, Tools And Equipment Through Play To Discover Potential Uses When Making Products Or Modelling Services And Environments, For Example When Designing And Making Clothes, Toys And Shelters (ELBT107)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/7f70d743-8193-4a72-ac2e-ca4ad9f3c9f9)

Experimenting With Techniques To Combine Or Alter Materials To Satisfy A Function (ELBT124)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ffbf9f8f-3c06-46f7-96ec-c2cf00aab86b)

Identify how people design and produce familiar products, services and environments and consider sustainability to meet personal and local community needs (ACTDEK001)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ad2a9b03-8abb-4a92-b54b-c7e656a2e5a6)

Explore how technologies use forces to create movement in products (ACTDEK002)


Explore how plants and animals are grown for food, clothing and shelter and how food is selected and prepared for healthy eating (ACTDEK003)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/df56a44b-b471-43f6-8b64-2555529ffe9b1)

Explore the characteristics and properties of materials and components that are used to produce designed solutions (ACTDEK004)

Outlining The Attempts By The Tokugawa Shogunate To Curb Deforestation (For Example Imposing Heavy Regulations On Farmers; Managing The Harvesting Of Trees; And Using New, Lighter And More Efficient Construction Techniques) (DELBH078)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/395bf910-9931-4cco-ac7b-9f7a-9e4600a316c8)

Describing Internal Pressures In Shogunate Japan (For Example The Rise Of A Commercial Class At The Expense Of The Samurai, Peasant Uprisings Such As Osaka 1857, And Kamikaze) (DELBH079)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/8ee029f9-ba0d-42ee-bf9a-9e4600a316c8)

Describing The Increasing Exposure To Western Technology And Ideas (For Example The Establishment Of A Naval School With Dutch Instructors, The Translation Of Western Books) (DELBH080)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/40f20f0b-02d2-455d-8685-9e4600a316c8)

Evaluating The Significance Of The Meiji Restoration Of 1868 Ce That Restored Imperial Rule To Japan (DELBH081)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/29fbc38c-b8d7-43ba-bb77-9e4600a316c8)

The role of the Tokugawa Shogunate in reimposing a feudal system (based on daimyo and samurai) and the increasing control of the Shogun over foreign trade. (ACDSEH063)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/35f3ee41-ddbb-4ee0-a7b7-9e4600a316c8)

The use of environmental resources in Shogunate Japan and the forestry and land use policies of the Tokugawa Shogun: (ACDSEH064)


Theories about the decline of the Shogunate, including modernisation and westernisation, through the adoption of Western arms and technology (ACDSEH065)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/fe962df-f8d8-4307-8597-9f7000cc02a)

Locating Polynesia On A Map, Tracing The Expansion Of Polynesian Settlers Throughout The Pacific, And Considering How They Made Their Journeys (DELBH082)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/73c5e943-0b80-4b27-bc76-9e4600a316c8)

Outlining Different Theories About The Expansion [For Example West/ East And East/West Movement, The Expansion As Accidental Versus Intentional] (DELBH083)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/3739f113-1279-4d4-9ab7-9e4600a316c8)

Describing The Way Of Life Of Easter Island Society (Rapa Nui) For Example Fishing By The Men, Links Between The Households And The Extended Clan Through The Exchange Of Goods, Wives, And Labour; The Use Of Stone Tools (DELBH084)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/3f10784b-9785-4466-9356-9e4600a316c8)

Investigating The Construction Of The Moai (Giant Statues) On Easter Island (Rapa Nui), The Techniques Used To Make And Transport Them, And Theories About Their Meaning (For Example Representations Of Dead Ancestors Or Chiefs) (DELBH085)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/9e775b1-038-44c9-a1f6-9e4600a316c8)

Researcising The Extinction Of The Moa In New Zealand As A Result Of Hunting And Habitat Decline (DELBH086)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/5a99ef6f-0ca7-4bcb-b2b0-9e4600a316c8)

Explaining The Significance Of Rahul As A Way Of Prohibiting The Collection Of Resources, To Ensure Their Sustainability (DELBH087)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e69f905f-9e0-47a8-ac06-9e4600a316c8)

Evaluating The Evidence For Theories About The Deforestation Of Easter Island (Rapa Nui) (DELBH088)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/55bf3f7e-b07-4d21-9f97-9e4600a316c8)

Theories about the origin and spread of Polynesian settlers throughout the Pacific (ACDSEH061)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d3babb8f-a754-4e2a-8aa7-9e4600a316c8)

The way of life in ONE Polynesian society, including social, cultural, economic and political features, such as the role of the ariki in Maori and in Rapa Nui society (Eastar Island) (ACDSEH066)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/1e7e69a3-309f-4a1b-bb3e-9e4600a316c8)

The cultural achievements of ONE Polynesian society, such as the Ta moko and hangi in Maori society OR the moai constructed on Easter Island (ACDSEH067)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/f5f128d-652-4b89-abc7-9e4600a316c8)

The way Polynesians societies used environmental resources (sustainably and unsustainably), including the extinction of the moa in New Zealand, the use of religious/supernatural threats to conserve resources, and the exploitation of Easter Island's palm trees (ACDSEH068)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/9cac1348-b92-4a48-92ab-9e4600a316c8)

Angkor/Khmer Empire (c.802 – c.1435)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/7e4b44c0-6a15-4c88-a57a-9e4600a316c8)

Japan under the Shoguns’ (c.794 – 1867)


The Polynesian expansion across the Pacific (c.700 – 1756)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/3e9b26-b9f-4a-89e-9e4600a316c8)

Describing The Nomadic Nature Of Mongol Life And The Rise Of Temujin (Genghis Khan) Who United All Mongol Tribes In 1206 Ce (DELBH099)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ae1f76d-6f7-4f56-9501-9e4600a316c8)

Outlining Genghis Khan’s Use Of Decimal Organisation In His Army And His Policies For Governing His Empire (For Example Codifying Laws, Banning The Killing Of Animals In The Breeding Season, Supporting Religious Freedom, And Expanding Trade) (DELBH100)


Mapping The Expansion Of The Mongol Empire Across Asia And Europe (DELBH101)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/49f212f-bd8-4af-9b9-9e4600a316c8)

Describing The Way Of Life In Mongolia And Its Incorporation Into Chinese Life (For Example Agriculture – Domestication Of Animals Such As Horses, Cattle; Food – Dried Meat And Yoghurt; And Housing – Yurts) (DELBH102)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/0dbd16c7-9f03-47f9-877d-9e4600a316c8)

Explaining The Role Of The Mongols In Forging Connections Between Europe And Asia Through Conquest, Settlement And Trade (For Example The Use Of Paper Money And Coinage; The Growing Number Of European Merchants Travelling To China) (DELBH103)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/cfbd37a-cdf-4-80d-9e4600a316c8)

The nomadic lifestyle of the Mongols and the role of Temujin (Genghis Khan) (ACDSEH04)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/86ccbb7c-c5a8-4e2-799-9e4600a316c8)

The organisation of the Mongol army under Genghis Khan and the treatment of conquered peoples, such as the codification of laws and exemption of teachers, lawyers and artists from taxes (ACDSEH077)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b655ad5b-0b17-42f9-94ee-9e4600a316c8)
The extent of the Mongol expansion as one of the largest land empires in history, including life in China before, during and after the Mongol conquest (ACDEH078)

The consequences of the Mongol expansion, including contributions to European knowledge and trade routes (ACDEH079)

Investigating Living Conditions In London In The Fourteenth Century (For Example The Lack Of Sanitation, Crowded Housing); The Extent Of Medical Knowledge (For Example Based On Hippocrates’ Theory); And Beliefs About The Power Of God (For Example That Diseases Were A Punishment Of God) (DELBH099)

Mapping The Spread Of The Black Death (Asia, Africa, Europe) In The Fourteenth Century Ce (DELBH225)

Explaining Reactions To The Black Death, For Example The Emergence Of Flagellants (Those Who Would Whip Themselves To Be Free Of Sin) And The Persecution Of Jewish People (DELBH090)

Using Studies Of Church Records From The Period To Identify The Effect Of The Black Death On Human Populations And To Consider The Reliability Of Those Statistics (DELBH092)

Categorising The Effects Of The Black Death, As Either Short Term Or Long Term And Drawing Conclusions About The Severity Of The Black Death (DELBH093)

Living conditions and religious beliefs in the 14th century, including life expectancy, medical knowledge and beliefs about the power of God (ACDEH015)

The role of expanding trade between Europe and Asia in the Black Death, including the origin and spread of the disease (ACDEH069)

The causes and symptoms of the Black Death and the responses of different groups in society to the spread of the disease, such as the flagellants and monasteries (ACDEH070)

The effects of the Black Death on Asian, European and African populations, and conflicting theories about the impact of the plague (ACDEH071)

Other immediate and long-term effects of the Black Death, including labour shortages, peasant uprisings, the weakening of feudal structures, and increased social mobility (ACDEH072)

Describing The Social Organisation Of The Aztecs (For Example Nobility, Slaves); Their Beliefs (For Example Worship Of A Number Of Gods And The Need To Make Human Sacrifices To Appease These Gods); Life In The Capital City Tenochtitlan (DELBH094)

Explaining The Arrival Of Spanish Conquistadors In Mexico And Peru From 1510 Ce (Balboa) To 1531 (Pizarro), And Their Reasons (For Example Seeking Wealth, Claiming Land For Their King, Converting The Local Populations To Christianity, Sense Of Adventure) (DELBH095)

Describing Encounters Between Hernan Cortes And The Aztecs, As Well As The Siege Of Tenochtitlan (DELBH096)

Outlining The Impact Of Spanish Conquest On The Americas (For Example The Spread Of Disease Due To The Lack Of Immunity; The Introduction Of Crops Such As Maize, Beans, Potatoes, Tobacco And Chocolate From The Americas To Europe) (DELBH097)

Explaining The Longer Term Effects Of Conquest And Colonisation On The Indigenous Populations Of The Americas (For Example The Unequal Distribution Of Land And Wealth, And Political Inequality) (DELBH098)

Pre-Columbian life in the Americas, including social organisation, city life and beliefs. (ACDEH056)

When, how and why the Spanish arrived in the Americas, and where they went, including the various societies and geographical features they encountered (ACDEH073)

The nature of the interaction between the Spanish and the indigenous populations, with a particular focus on either the Aztecs OR Incas (ACDEH074)

The impact of the conquest on the Aztecs OR Incas as well as on the wider world, such as the introduction of new diseases, horses and gunpowder in the Americas, and new foods and increased wealth in Europe (ACDEH075)

The longer-term effects of colonisation, including slavery, population changes and lack of control over resources (ACDEH076)

Mongol expansion (c.1206 – c.1568)

The Black Death in Asia, Europe and Africa (14th century plague)

The Spanish conquest of the Americas (c.1492 – c.1572)

Overview of the ancient to modern world

The Western and Islamic world

The Asia-Pacific world

Expanding contacts

Placing Historical Events In Sequence In Order To Identify Broader Patterns Of Continuity And Change (For Example The Polynesian Expansion Across The Pacific: The Stability Of The Angkor/Khmer Empire Over Many Centuries) (ELBH249)
Explaining The Role Of The Industrial Revolution In Creating A Growing Need For Labour And Transportation (DELBH114)

Investigating Sources That Record The Reforms Of New States In Other Countries In This Period (For Example Responses To The Natural Environment And Climate) (DELBH118)

Investigating The Experiences Of A Specific Group Of Arrivals To Australia (For Example Convicts In Sydney, Hobart, Brisbane; Or Free Settlers In Melbourne, Adelaide, Perth Or Darwin) (DELBH116)

Describing The Impact Of This Group On The Aboriginal And Torres Strait Islander People Of This Region (DELBH117)

Link (http://rdf.australiancurriculum.edu.au/elements/2014/09/6c8e6f8b-63b6-4d9f-9fcb-9e4600a36d1)

Evaluating The Effects Of The Movement Of Peoples On The Indigenous And Immigrant Populations (DELBH198)

Link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e27449b7-10b7-4f79-8ce4-9e4600a36d1)

The influence of the Industrial Revolution on the movement of peoples throughout the world, including the transatlantic slave trade and convict transportation (ACDSEH108)

Link (http://rdf.australiancurriculum.edu.au/elements/2014/09/19370f9a-1fc2-4e1b-b072-9e4600a36d1)

The experiences of slaves, convicts and free settlers upon departure, their journey abroad, and their reactions on arrival, including the Australian experience (ACDSEH088)

Link (http://rdf.australiancurriculum.edu.au/elements/2014/09/76f7c9ed-5ab4-49e9-9a7e-9e4600a36d1)

Changes in the way of life of a group(s) of people who moved to Australia in this period, such as free settlers on the frontier in Australia (ACDSEH084)


The short and long-term impacts of the movement of peoples during this period (ACDSEH085)

Link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a2ff6ba3-eb8d-4e27-9400-9e4600a36d1)

The Industrial Revolution (1750 – 1914)

Link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e171db5c-5e83-4b58-96d4-9e4600a36cc)

Progressive ideas and movements (1750 – 1918)

Link (http://rdf.australiancurriculum.edu.au/elements/2014/09/6f124285-3f5d-476b-b254-9e4600a36d1)

Movement of peoples (1750 – 1900)


Identifying The Territorial Extent Of Qing China, The Role And Influence Of The Emperor, And The Nature Of Literature, Art And Architecture At The Time (DELBH202)


Describing The British Raj And The Forms Of British Influence In India (For Example The Building Of Roads, An Extensive Railway Network, Schools And Christian Missions) (DELBH131)

Link (http://rdf.australiancurriculum.edu.au/elements/2014/09/11a83dfe-33cc-4110-9dbb-9e4600a36d1)

Investigating The Confrontation Between Japan And Western Powers (For Example The Russo Japanese War) And The Emergence Of Japan As A Major World Power (DELBH204)


Describing The Activities Of Christian Missionaries In China And The Outcomes Of The Boxer Rebellion (DELBH203)


The key features (social, cultural, economic, political) of ONE Asian society (such as China, Japan, India, Dutch East Indies, India) at the start of the period (ACDSEH093)


Change and continuity in the Asian society during this period, including any effects of contact (intended and unintended) with European power(s) (ACDSEH094)


The position of the Asian society in relation to other nations in the world around the turn of the twentieth century (that is 1900), including the influence of key ideas such as nationalism (ACDSEH142)


The significance of ONE key event that involved the Asian society and European power(s), including different perspectives of the event at the time (ACDSEH143)

Link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a88b13f4-28b8-473b-81c9-9e4600a36d1)

Explaining The Effects Of Contact (For Example The Massacres Of Aboriginal And Torres Strait Islander People: Their Killing Of Sheep, The Spread Of European Diseases) And Categorising These Effects As Either Intended Or Unintended (ELBH782)


Investigating The Forcible Removal Of Children From Aboriginal And Torres Strait Islander Families In The Late Nineteenth Century/Early Twentieth Century (Leading To The Stolen Generations), Such As The Motivations For The Removal Of Children, The Practices And Laws That Were In Place, And Experiences Of Separation. (ELBH781)


Outlining The Migration Of Chinese To The Goldfields In Australia In The Nineteenth Century And Attitudes Towards The Chinese As Revealed In Cartoons (For Example The Mongolian Octopus) (DELBH124)

Link (http://rdf.australiancurriculum.edu.au/elements/2014/09/892a992c-afdf-4e0c-8bea-9e4600a36d1)

Identifying The Main Features Of Housing, Sanitation, Transport, Education And Industry That Influenced Living And Working Conditions In Australia (DELBH125)

Link (http://rdf.australiancurriculum.edu.au/elements/2014/09/63977fe9-5b82-4414-8d3c-9e4600a36d1)

Describing The Impact Of The Gold Rushes (Hinterland) On The Development Of ‘Marvellous Melbourne’ (DELBH200)

Link (http://rdf.australiancurriculum.edu.au/elements/2014/09/bfb67ca-e9ef-44bf-db01-9e4600a36d1)

Explaining The Factors That Contributed To Federation And The Development Of Democracy In Australia, Including Defence Concerns, The 1890s Depression, Nationalist Ideals, Egalitarianism, The Westminster System (DELBH126)

Link (http://rdf.australiancurriculum.edu.au/elements/2014/09/1be2b52f-c725-4d1f-a087-9e4600a36d1)

Investigating How The Major Social Legislation Of The New Federal Government Affected Living And Working Conditions In Australia, For Example The Invalid And Old Age Pension Scheme And The Maternity Allowance Scheme (DELBH201)

Link (http://rdf.australiancurriculum.edu.au/elements/2014/09/64a315df-3a21-4fbd-bb86-9e4600a36d1)

The extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander people (ACDSEH020)


The experiences of non-European peoples prior to the 1900s (such as the Japanese, Chinese, South Sea Islanders, Afghans) (ACDSEH089)

Link (http://rdf.australiancurriculum.edu.au/elements/2014/09/40ee93ec-2432-454c-92f6-9e4600a36d1)

Living and working conditions in Australia around the turn of the twentieth century (that is 1900) (ACDSEH090)

Link (http://rdf.australiancurriculum.edu.au/elements/2014/09/47d5bcac-fee4-41a4-9ae9-9e4600a36d1)
Assembling, as part of the planning process, a range of sources that would be useful for researching the causes of developing questions about aspects of the past that require historical argument.

Use chronological sequencing to demonstrate the relationship between events and developments in different periods. Defining and using concepts such as 'imperialism', 'nationalism', 'evolution', 'evidence'.

The world that were involved in, or affected by, those events. Placing key events in sequence (for example the Boer War, 1899-1902; World War I, 1914-1918), and identifying parts of the war in which Australians fought, including Fromelles, the Somme, Gallipoli, Sinai, and Palestine.

Exploring the experiences of Aboriginal and Torres Strait Islander people during the war. Exploring the impact of World War I on Australia's economy and society (for example the development of the steel industry in Newcastle and the implementation of the war precautions Act).

Identifying the places where Australians fought, including Fromelles, the Somme, Gallipoli, Sinai, and Palestine.

Making a nation.

Investigating the rise of nationalist sentiment as well as the values and attitudes towards war in the period 1750-1914 (for example the ideals associated with the Anzac tradition and how and why World War I is commemorated within Australian society).

Exploring the experiences of Aboriginal and Torres Strait Islander people during the war. Exploring the impact of World War I on Australia's economy and society.

An overview of the causes of World War I and the reasons why men enlisted to fight in the war.

The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign.

The commemoration of World War I, including debates about the nature and significance of the Anzac legend.

Identifying the ways in which the war was commemorated within Australia's culture and society.

The impact of World War I, with a particular emphasis on Australia (such as the use of propaganda to influence the civilian population, the changing role of women, the conscription debate). The commemoration of World War I, including debates about the nature and significance of the Anzac legend.

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Making a nation.
Describing The Aims, Tactics And Outcomes Of A Particular Event In The Aboriginal And Torres Strait Islander Peoples' Struggle For Rights And Freedoms (DELBH151)

Investigating The Role Of Charles Perkins In The Freedom Ride Of 1965 And The Efficacy Of Television In Bringing The Struggle For Rights And Freedoms To National Attention (DELBH147)

Identifying Areas [For Example Education, Health, Work] That Are The Focus For Continued Civil Rights Action For Aboriginal And Torres Strait Islander Peoples (ELBH787)

The origins and significance of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration (ACDSEH023)

Background to the struggle of Aboriginal and Torres Strait Islander Peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations (ACDSEH034)

The US civil rights movement and its influence on Australia (ACDSEH050)

Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander Peoples, and the role of ONE individual or group in the struggle (ACDSEH034)

The continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world, such as the Declaration on the Rights of Indigenous Peoples [2007] (ACDSEH045)

Rights and freedoms (1945 – the present)

Identifying Sports That Were Popular In Australia Such As Football, Horse Racing, Cricket (DELBH146)

Identifying American Culture's Influence, As Seen In The Arrival Of Television For The Melbourne Olympics (1956) And Bill Haley's Australian Tour (1957) (DELBH212)

Comparing And Contrasting Views On The Values And Beliefs Of Rock 'n' Roll, Film And Television Across Time, Age And Gender (For Example Questions Of Conservation And Rebellion, The Need To Create A New World And National Identity) (DELBH216)

Identifying American And Asian Influences On Australian Popular Culture Since World War II [For Example Through Mainstream And Hollywood And Bollywood Films] (DELBH737)

Investigating The Changing Contribution Of The Australian Rock 'n' Roll, Film And Television Industries To Australian Culture And Identity Through The Development And Export Of Music, Film And Television, For Example The Easybeats From Sydney And Go Betweens From Brisbane, 'Crocodile Dundee' (1986) (DELBH783)

Identifying Examples Of Continuity And Change In Beliefs And Values, Such As Democratic Ideals, Religious Beliefs, Egalitarianism (DELBH226)

The nature of popular culture in Australia at the end of World War II, including music, film and sport (ACDSEH027)

Developments in popular culture in post-war Australia and their impact on society, including the introduction of television and rock 'n' roll (ACDSEH211)

The changing nature of the music, film and television industry in Australia during the post-war period, including the influence of overseas developments (such as Hollywood, Bollywood and the animation film industry in China and Japan) (ACDSEH222)

Australia's contribution to international popular culture (music, film, television, sport) (ACDSEH223)

Continuity and change in beliefs and values that have influenced the Australian way of life (ACDSEH149)

Explaining The Reasons For Changes In Government Policy. For Example The Influence Of White Australia Ideology At The Time Of The Introduction Of The Immigration Restriction Act 1901, The Displaced Persons Scheme In The Aftermath Of World War II (DELBH222)

Describing The Impact Of The Vietnam War On Vietnam And How The Communist Victory In Vietnam (1975) Resulted In The Arrival Of Refugees Into Australia (DELBH221)

Investigating The Roles Of Government Policy That Affected Migration To Australia, Such As The Immigration Restriction Act 1901 And Use Of The Dictation Test To Restrict The Immigration Of Non Europeans (DELBH299)

Explaining The Results Of The 2016 Census Of Population And Housing In Australia In More Detail (ACDSEH144)

The waves of post-World War II migration to Australia, including the influence of significant world events (ACDSEH144)

Describing The Impact Of The Vietnam War On Vietnam And How The Communist Victory In Vietnam (1975) Resulted In The Arrival Of Refugees Into Australia (DELBH221)

Investigating The Roles Of Government Policy That Affected Migration To Australia, Such As The Immigration Restriction Act 1901 And Use Of The Dictation Test To Restrict The Immigration Of Non Europeans (DELBH299)

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The impact of changing government policies on Australia's migration patterns, including abolition of the White Australia Policy, 'Population or Perish' (ACDSEH145).

Link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b940b38e-492b-4f02-8b7b-9e4600a316da)

The impact of at least one world event or development and its significance for Australia, such as the Vietnam War and Indo-Chinese refugees (ACHSEY64).


The contribution of migration to Australia's changing identity as a nation and to its international relationships (ACDSEH147).

Link (http://rdf.australiancurriculum.edu.au/elements/2014/09/4129549b-4b7e-4d8b-8f0e-9e4600a316da)

Outlining The Emergence Of Concerns About The Preservation Of Natural Areas For Future Generations (For Example As Reflected In The Establishment Of National Parks In The United States (Yellowstone National Park In 1872), Australia (Royal National Park In 1879), Canada (Rocky Mountains National Park In 1885) And New Zealand (Tongariro National Park In 1887)) (DELBH77).


Link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a533a81f-0399-4e7f-9b12-9e4600a316da)

Recognising The Historic Impact Of The Pictures Of Earth Taken During The Apollo 8 Mission And How They Influenced People's View Of The World (DELBH79).

Link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ba463668-a466-4f5d-ad70-9e4600a316da)

Explaining The Significance Of Ideas About The Environment (For Example Gaia – The Interaction Of Earth And Its Biosphere; Limits Of Growth – That Unlimited Growth Is Unsustainable; Sustainability – That Biological Systems Need To Remain Diverse And Productive Over Time; And Rights Of Nature – Recognition That Humans And Their Natural Environment Are Closely Interrelated) (DELBH217).


Investigating A Range Of Environmental Impacts (For Example The Flooding Of Lake Pedder In Tasmania, Deforestation In Indonesia, The Decline Of The Aral Sea, The Exxon Valdez Oil Spill, The Whaling Industry) (DELBH80).

Link (http://rdf.australiancurriculum.edu.au/elements/2014/09/9f4f6097-7020-4a05-9df7-9e4600a316da)


Link (http://rdf.australiancurriculum.edu.au/elements/2014/09/8cd69cdd-65bc-4f1d-97a4-9e4600a316da)


Link (http://rdf.australiancurriculum.edu.au/elements/2014/09/7970e4ab-b6c7-492f-8e3d-9f9b00e58e9a)


Link (http://rdf.australiancurriculum.edu.au/elements/2014/09/07ccf521-7104-4abb-aeb6-9f9b00e58e9a)

The background to environmental awareness, including the nineteenth century National Parks movement in America and Australia (ACDSEH628).


The intensification of environmental effects in the twentieth century as a result of population increase, urbanisation, increasing industrial production and trade (ACDSEH125).


The growth and influence of the environment movement within Australia and overseas, and developments in ideas about the environment (notion of 'Gaia', limits of growth, concept of 'sustainability', concept of 'rights of nature') (ACDSEH526).

Link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c0c53f3c-fc74-4325-802b-9e4600a316da)

Significant events and campaigns that contributed to popular awareness of environmental issues, such as the campaign to prevent the damming of Australia's Gordon River, the nuclear accident at Chernobyl and the Jabulikwe mine controversy in 1998 (ACDSEH127).


Responses of governments, including the Australian government, and international organisations to environmental threats since the 1960s (including deforestation and climate change) (ACDSEH128).


Popular culture (1945 – present).


Migration experiences (1945 – present).


The environment movement (1960s – present).


Overview of the modern world and Australia.


World War II.

Link (http://rdf.australiancurriculum.edu.au/elements/2014/09/7f22eb74-b04d-4788-8014-9e4600a316da)

Rights and freedoms.


The globalising world.


Placing In Sequence The Main Events Of The Freedom Rides Campaigns In The United States And Australia And Explaining The Links Between The Two Campaigns (ELBH299).


Using Interactive Timelines To Explore The Various Manifestations Or Effects Of An Event In Different Geographical Locations (ELBH293).


Defining And Using Terms And Concepts Such As 'Liberation', 'Human Rights', 'Popular Culture' And 'Contestability' (ELBH294).

Link (http://rdf.australiancurriculum.edu.au/elements/2014/09/46b78c55-eaaf-4e0f-9802-9e4600a316da)

Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places (ACHHS182).

Link (http://rdf.australiancurriculum.edu.au/elements/2014/09/9a565291-65af-46cc-a3dd-9f7f00c2aaf)

Use historical terms and concepts (ACHHS183).

Link (http://rdf.australiancurriculum.edu.au/elements/2014/09/997d7e79-d5f7-4c37-8b0c-9e4600a316da)

Changing A Key Question Or Related Questions In An Inquiry Depending On The Suitability Of The Sources Available (ELBH295).

Link (http://rdf.australiancurriculum.edu.au/elements/2014/09/1a958134-c70a-4cc7-ba7a-9e4600a316da)
Identify and compare features of objects from the past and present (ACHHS035)

Comparing Objects From The Past With The Present To Identify Similarities And Differences (For Example Toys, Whitegoods, Televisions, Radios) (ELBH044)

Discussing Kinship As An Important Part Of Relationships And Family Structures In Aboriginal And Torres Strait Islander Societies (For Example The Extent Of A Kinship System And The Way In Which It Influences People's Relationships, Obligations And Behaviour Towards Each Other) (ELBH039)

Discussing With Parents And Grandparents About Life In The Past (ELBH042)

Discussing What Life Was Like For Their Parents And Grandparents By Examining Everyday Objects (For Example Number Of People Living In The Household, Roles Of The Parents And Children) (ELBH040)

Inquiring From Parents And Members Of Older Generations About Past And Present Families (For Example Number Of Children, Example Work Outside The Home, Washing, Cooking, Cleaning, Gardening, Child Care) (ELBH035)

Examining And Commenting On The Roles Of Family Members Over Time (For Example Listening To Stories About The Roles Of Fathers, Mothers, Caregivers And Children In The Past) And Comparing These With Family Roles Today (For Example Work Outside The Home, Washing, Cooking, Cleaning, Gardening, Child Care) (ELBH035)

Identifying Dates And Changes That Have Personal Significance (For Example Birthdays, Moving House, Changing Schools, Religious And School Holidays), Marking These On A Calendar And Counting Down Time, As Well As Noting That Events Of Personal Significance May Differ According To Children's Cultural Backgrounds (ELBH035)

Examining Aboriginal And Torres Strait Islander Seasonal Calendars (For Example The Gagadju (Kakadu) And The D'tharawal (Sydney) Calendars, Each With Six Seasons, The Arrernte (Central Australia) With Five, The Woiwurrung (Upper Yarra Valley) With Seven, And North East Tasmania With Three (ELBH034)

Examining And Commenting On Photographs And Oral Histories (For Example Talking To Parents, Grandparents And Other Elders) To Find Out How Daily Lives Have Changed (ELBH035)

Differences in family structures and roles today, and how these have changed or remained the same over time (ACHHK028)

How the present, past and future are signified by terms indicating time such as 'a long time ago', 'then and now', 'new and old', tomorrow, as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons (ACHHK029)

Using Visual Sequences Of Time Such As A 'Days Of The Week' Chart, A Class Timetable Or A Calendar And Marking Significant Dates On Them (ELBH036)

Creating A Timeline, Slideshow Or Story Using Photos (ELBH037)

Identifying Vocabulary Of The Past (For Example Words For Objects From Childhood Games And Leisure Such As Jacks, Elastics, Record Player, Transistor) When Making Then/Now Comparisons (ELBH038)

Sequence familiar objects and events (ACHHS033)

Distinguish between the past, present and future (ACHHS032)

Distinguish from the past, present and future (ACHHS031)

Sequence familiar objects and events (ACHHS031)

Identifying and comparing features of objects from the past and present (ACHHS035)

Inquiring From Parents And Members Of Older Generations About Past And Present Families (For Example Number Of Children, Number Of People Living In The Household, Roles Of The Parents And Children) (ELBH040)

Discussing What Life Was Like For Their Parents And Grandparents By Examining Everyday Objects (For Example Telephone, Radio, Cooking Utensils, Toys), Photos And Stories From The Past, Using 'What?' How?' 'When?' 'Why?' Questions (ELBH041)

Pose questions about the past using sources provided (ACHHS033)

Discussing With Parents And Grandparents About Life In The Past (ELBH042)

Exploring Objects From The Past With The Present To Identify Similarities And Differences (For Example Toys, Whitegoods, Televisions, Radios) (ELBH044)

Explore a range of sources about the past (ACHHS034)

Identify and compare features of objects from the past and present (ACHHS035)
The role that people of diverse backgrounds have played in the development and character of the local community

Locating Historical Evidence Of The Local Community Including Signs Of The Past In The Present (For Example Place And Street Names, Monuments, Built And Non Built Historical Landmarks) (ELBH070)

Examining Sources Such As Photographs, Newspapers, Stories And Maps To Learn About The Past (Some Of These May Be Online And Can Be Located Through State And Local Library Websites) (ELBH071)

Identifying Place And Street Names In The Local Community And Discovering Their Origin And Meaning (For Example Names That Are Linked To Aboriginal And Torres Strait Islander People, Such As Eurobodalla National Park; Historical Events Such As Deadman's Creek, Early Settlers, And Political, Religious And Social Figures) (ELBH072)

Identifying Features Of A Site (Such As Dates, Decorations And Plaques On Buildings) That Reveal Its Past (ELBH073)

Locate Historical Evidence Of The Local Community Including Signs Of The Past In The Present (For Example Place And Street Names, Monuments, Built And Non Built Historical Landmarks) (ELBH070)

Examining A Point Of View About Changes To The Built And Natural Environment And To Daily Lives Over Time (ELBH074)

Composing Stories To Compare Past And Present Daily Life (For Example By Using Software To Create A Soundscape Of The Local Area And A Digital Camera To Take Photographs Of This Area In The Present And By Using Photographs To Show Images Of The Past) (ELBH075)

Examining A Point Of View About Changes To The Built And Natural Environment And To Daily Lives Over Time (ELBH074)

Describing A Significant Person Or Place From Their Community's Past (For Example A Short Report On A Building Of Significance Describing Where, When, Why, Who Built It, And Why It Is Valued; Or A Biography On A Significant Individual) (ELBH076)

Representing Ideas And Creating Imaginative Responses Through Visual Images As Well As Written And Spoken Descriptions And Narratives (ELBH077)

Developing a narrative about the past (ACHHS055)

Use a range of communication forms (oral, graphic, written, role play) and digital technologies (ACHHS054)

Chronicling, terms and concepts

Historical questions and research

Analysis and use of sources

Perspectives and interpretations

Exploration and communication

Year 2

Achievement Standard

Investigating A Development In The Local Community From The Time Of European Settlement To The Present Day (For Example Through Photographs, Newspapers, Oral Histories, Diaries And Letters) (ELBH087)

Comparing Photographs From Both The Past And Present Of A Specific Location To Identify The Nature Of Change Or Continuity (That Is Key Similarities And Differences) (ELBH098)

Using Local Sites, Museums And Online Collections (For The Local Area Or State/Territory) To Identify The Cultural Groups Within The Local Community And Their Influence Over Time (For Example As Reflected In Architecture, Commercial Outlets And Religious Buildings) And Comparing The Development Of The Local Community With Another Community (ELBH088)

ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory; for example, in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life (ACHK063)

The role that people of diverse backgrounds have played in the development and character of the local community (ACHK062)
Develop texts, particularly narratives and descriptions, which incorporate source materials (ACHHS105)

Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS106)

Chronology, terms and concepts

Perspectives and interpretations

Analysis and use of sources

Finding Relevant Historical Information About Colonial Australia From Primary And Secondary Sources (ELBH165)

Using Pro Formas And Datasheets To Develop Questions, And Record Information And Sources/References (ELBH166)

Examining Two Sources Of Evidence To Identify Similarities And/Or Differences, And Describing What They Reveal About The Past (ELBH167)

Checking Publication Dates To Put Information Contained In A Text In Historical Context (For Example A 1965 Australian History Book May Provide A Different Perspective To One Published In 2010) (ELBH168)

Locate information related to inquiry questions in a range of sources (ACHHS102)

Compare information from a range of sources (ACHHS103)

Historical questions and research

Developing Key Questions About The Local Community Or Region (For Example: 'Why Was The Area Settled?' 'What People Came To Live In The Area?' 'How Did They Make Their Living?' 'How Did Men, Women, And Children Live?') (ELBH165)

Using Internet Search Engines, Museums, Library Catalogues And Indexes To Find Material Relevant To An Inquiry (For Example Primary Sources Such As Stories, Songs, Official Documents, Artwork) (ELBH162)

Understanding The Internet Domain Names 'Com', 'Edu', 'Gov' As Indicators Of The Provenance Of A Source (ELBH163)

Visiting A Local Cemetery And Surveying The Graves To Find Clues About The Patterns Of Settlement, Ages And Causes Of Death In The Local Area (ELBH164)

Identify questions to inform an historical inquiry (ACHHS100)

Identify and locate a range of relevant sources (ACHHS101)

Placing Key Events, Ideas, Movements And People Of The Twentieth Century In Chronological Sequence (ELBH194)

Using Timelines To Describe Past Events And Changes (ELBH195)

Historical Skills

Identifying And Developing A Timeline Of World Unrest That Contributed To Migration In The 1900s (For Example The Difference Between A Closed And Open Question – 'Did You Like Australia When You First Arrived?' Compared With 'How Did You Feel About Australia When You First Arrived?') (ELBH197)

Using Historical Terms And Concepts Related To The Content Such As 'Democracy', 'Federation', 'Empire', 'Immigration', 'Heritage', 'Diversity', 'Enfranchisement', 'Surage' (ELBH198)

Using Timelines To Describe Past Events And Changes (ELBH194)

Using Historical Terms And Concepts Related To The Content Such As 'Democracy', 'Federation', 'Empire', 'Immigration'

Using terms and defining concepts such as 'life', 'work', 'health', 'education', 'city' and 'suburb' (ELBH196)

Using Historical Terms And Concepts (ACHHS104)

Sequence historical people and events. (ACHHS117)

Using Internet Search Engines, Museums, Library Catalogues And Indexes To Find Material Relevant To An Inquiry (ELBH200)

Identifying questions to inform an historical inquiry (ACHHS119)
Identifying Steps in the Research Process [For Example Identifying Information Needed, Locating That Information, Recording Relevant Information From Sources] (ELBH344)

link (http://curriculum.edu.au/elements/2014/09/75badc-da7d-8d8c-93e-9e4600a316df)

Compiling A List Of Different Sources [For Example Papyrus Scrolls, Coins, Statues, Human Remains] (ELBH325)

link (http://curriculum.edu.au/elements/2014/09/b0db46c-b0de-4a07-9e4600a316df)

Using Web Search Techniques To Refine A Search For Information/Images Related To A Historic Site [For Example Use Of Place Names, Dates And Search Words Such As 'Photo Gallery'] (ELBH326)

link (http://curriculum.edu.au/elements/2014/09/b9b06b6b-10ab-8a8f-7b3f-9e4600a316df)

Identifying Information Within A Source That Can Be Used As Evidence To Support An Interpretation (ELBH327)

link (http://curriculum.edu.au/elements/2014/09/bc0eb6b-108bd-4a6b-9e4600a316df)

Identify a range of questions about the past to inform a historical inquiry (ACHHS207)


Identify and locate relevant sources, using ICT and other methods (ACHHS208)


Responding To Questions About Photographs, Artefacts, Stories, Buildings And Other Sources To Explain The Past Such As: ‘Who Wrote/Produced This?’ ‘Where?’ ‘Why?’ ‘What Does It Show About The Past?’ (ELBH328)

link (http://curriculum.edu.au/elements/2014/09/e0ee0d5-5e1b-4d05-9e4600a316df)

Discussing The Difficulties In Identifying The Origin And Purpose Of Some Sources [For Example The Kimberley Bradshaw Paintings] (ELBH331)

link (http://curriculum.edu.au/elements/2014/09/c552b91c-9ca4-99b9-9c2d-9e4600a316df)

Differentiating Between Primary Sources (Those From The Time Of The Event/Person/Site Being Investigated) And Secondary Sources (Those That Represent Later Interpretations) (ELBH329)

link (http://curriculum.edu.au/elements/2014/09/46ba878a-3083-44e7-b777-9e4600a316df)

Creating Categories (That Is, Concepts) With Which To Organise Information Obtained From Sources (ELBH333)

link (http://curriculum.edu.au/elements/2014/09/e954959ea4b4b8b-b33a-9e4600a316df)

Identifying A Range Of Archaeological Sources [For Example The Physical Remains Of The Colosseum, Gladiatorial Equipment Such As Helmets, Mosaics Showing Gladiatorial Combat, Written Accounts Of What Happened In The Colosseum] (ELBH333)

link (http://curriculum.edu.au/elements/2014/09/69c5d97f-9f77-4a88-9715-9e4600a316df)

Recognising That, While Evidence May Be Limited For A Particular Group Of People, Such Evidence Can Provide Useful Insights Into The Power Structures Of A Society (ELBH354)

link (http://curriculum.edu.au/elements/2014/09/df5fb3-9e4600a316df)

Distinguishing Between A Fact [For Example 'Some Gladiators Wore Helmets'] And An Opinion [For Example 'All Gladators Were Brave'] (ELBH355)


Using Strategies To Detect Whether A Statement Is Fact Or Opinion. Including Word Choices That May Indicate An Opinion Is Being Offered [For Example The Use Of Conditional 'might', 'could', And Other Words Such As 'believe', 'think', 'suggest'] (ELBH336)


Locate, compare, select and use information from a range of sources as evidence (ACHHS210)

link (http://curriculum.edu.au/elements/2014/09/5a44781-4d98-451b-b222-f97f00cccb77)

Draw conclusions about the usefulness of sources (ACHHS211)

link (http://curriculum.edu.au/elements/2014/09/ade6901-4adb-4f9a-bb0d-9e4600a316df)

Identifying The Possible Meaning Of Images And Symbols In Primary Sources (ELBH337)

link (http://curriculum.edu.au/elements/2014/09/35e1a5d4-9122-44df-6bde-9e4600a316df)

Identifying The Perspective In A Historical Source, Such As The Saying Of Confucius That, 'Women And Underlings Are Especially Difficult To Handle' And Discussing The Values And Attitudes Of The Society That Produced It (ELBH338)

link (http://curriculum.edu.au/elements/2014/09/d64400a-eb4a-4f9b-b392-9e4600a316df)

Identify and describe points of view, attitudes and values in primary and secondary sources (ACHHS212)

link (http://curriculum.edu.au/elements/2014/09/c9a94b04-fb5e-4d7f-b34a-9e4600a316df)

Outlining The Significance Of A Past Event, Providing Reasons For The Event And Referring To Relevant Evidence (ELBH339)

link (http://curriculum.edu.au/elements/2014/09/a033c300-a81b-4b6c-b4ac-9e4600a316df)

Describing The Social Structure Of The Ancient Society, Using Evidence From Sources Such As Artwork And Written Accounts (ELBH340)


Creating An Audio Visual Presentation, Using ICT, To Recreate And Show The Specific Features Of An Ancient Battle, Temple, Pyramid Complex Or Burial Site [ELBH341]

link (http://curriculum.edu.au/elements/2014/09/442a9022-c95a-437f-8541-9e4600a316df)

Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged (ACHHS215)

link (http://curriculum.edu.au/elements/2014/09/b64e460a-9d6b-4892-9f7f00cceb0f)

Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS214)

link (http://curriculum.edu.au/elements/2014/09/5c6f689a-409-4f72-a966-9e4600a316df)

Chronology, terms and concepts


Historical questions and research

link (http://curriculum.edu.au/elements/2014/09/2ae8b0ad-1a5-432f-9403-9e4600a316df)

Analysis and use of sources

link (http://curriculum.edu.au/elements/2014/09/4cc0f6a8-d052-470e-8357-9e4600a316df)

Perspectives and interpretations

link (http://curriculum.edu.au/elements/2014/09/9b92659f1-5ba4-4e05-b5c8-9e4600a316df)

Explanation and communication

link (http://curriculum.edu.au/elements/2014/09/a7bebb8f-70ef-4ca9-a5b9-9e4600a316df)

Achievement Standard

link (http://curriculum.edu.au/elements/2014/09/fd56e3-ca-2bcb-4d7-b7de-9e4600a316df)

Historical Skills

link (http://curriculum.edu.au/elements/2014/09/35649f47-b753-4418-9b36-9f7f00ca786)

Achievement Standard

link (http://curriculum.edu.au/elements/2014/09/35649f47-b753-4418-9b36-9f7f00ca786)
Recognising How Chapters And Table Of Contents, Alphabetical Order Of Index And Glossary Operate To Guide Access To Information

Learning About Features Of Screen Texts Including Menu Buttons, Drop Down Menus, Links And Live Connections

Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose [ACELA1465]

Understand how texts are made cohesive through resources, for example word associations, synonyms, and antonyms [ACELA1464]

Recognise that capital letters signal proper nouns and commas are used to separate items in lists [ACELA1466]

Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines [ACELA1467]

Learning How To Express Ideas Using Compound Sentences [ELBE753]

Learning How To Join Simple Sentences With Conjunctions, For Example 'And', 'But' Or 'So', To Construct Compound Sentences [ELBE754]

Exploring Texts And Identifying Nouns That Refer To Characters, Elements Of The Setting, And Ideas [ELBE005]

Exploring Illustrations And Noun Groups/Phrases In Picture Books To Identify How The Participants Have Been Represented By An Illustrator [ELBE006]

Drawing On Knowledge Of High Frequency Sight Words [ELBE761]

Drawing On Knowledge Of Sound-Letter Relationships (For Example Breaking Words Into Syllables And Phonemes) [ELBE762]

Using Known Words In Writing And Spell Unknown Words Using Developing Visual, Graphophonic And Morphemic Knowledge [ELBE763]

Joining Discussion About How A Prefix Or Suffix Aects Meaning, For Example 'Uncomfortable', 'Older', And 'Division'. Identifying How A Character's Actions And Reactions Are Depicted Dierently By Diierent Illustrators [ELBE759]

Interpreting New Terminology Drawing On Prior Knowledge, Analogies And Connections With Known Words [ELBE760]

Drawing On Knowledge Of High Frequency Sight Words [ELBE761]

Drawing On Knowledge Of Sound-Letter Relationships (For Example Breaking Words Into Syllables And Phonemes) [ELBE762]

Recognising How Chapters And Table Of Contents, Alphabetical Order Of Index And Glossary Operate To Guide Access To Information

Language for interaction

Language Variation and Change

Recognising how to use digraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words [ACELA1471]

Recognise common prefixes and suffixes and how they change a word's meaning [ACELA1471]

Recognising common prefixes and suffixes and how they change a word's meaning [ACELA1471]

Recognising When Some Letters Are Silent, For Example &lsquo;KnIfes&rsquo;, &lsquo;KnIf&rsquo.; And &lsquo;SounD&rsquo; There Is No SounD In &lsquo;SounD&rsquo; And &lsquo;SounD&rsquo; As In &lsquo;SounD&rsquo; [ELBE765]

Recognise most sound-letter combinations including silent letters, vowel/consonant digraphs and many less common sound-letter combinations [ACELA1464]

Recognising how to use digraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words [ACELA1471]

Recognise sound-letter combinations that spell a common sound and not another [ACELA1474]

Achievement Standard

Language and literacy

Language for interaction

Language Variation and Change

Recognising how to use digraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words [ACELA1471]

Recognise sound-letter combinations that spell a common sound and not another [ACELA1474]
Was So Lonely; She Desperately Wanted A Pet And She Was Afraid She Would Do Anything,
Literature and context
(link: http://curriculum.edu.au/elements/2014/09/7f36b8b0-6e35-4a08-a3af-9e4600a2a3e5)

Describing How Aspects Of Literature, For Example Visuals, Symbolic Elements, Dialogue And Character Descriptions, Can Convey Information About Cultural Elements, Such As Beliefs, Traditions And Customs (ELBE1966)
(link: http://curriculum.edu.au/elements/2014/09/0ca3037-c9f8-4af8-9f9a-9e4600a2a3e5)

Identifying Variability Within Cultural Contexts In Literary Texts, Recognising The Diversity Of People's Experiences Within A Cultural Group Such As Differences In Setting And Lifestyle Between Urban And Remote Aboriginal And Torres Strait Islander Peoples (ELBE937)
(link: http://curriculum.edu.au/elements/2014/09/f0fdd14-6b0e-40f9-a607-9e4600a2a3e5)

Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608)
(link: http://curriculum.edu.au/elements/2014/09/88f70f43-1f8f-4eaa-a837-9e4600a2a3e5)

Using Texts With Computer Based Graphics, Animation And 2D Qualities, Consider How And Why Particular Traits For A Character Have Been Chosen (ELBE973)
(link: http://curriculum.edu.au/elements/2014/09/a8480b2c-b048-402b-8898-9e4600a2a3e5)

Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (ACELT1812)

Achievement Standard
(link: http://curriculum.edu.au/elements/2014/09/a761715e-cfbb-495f-8727-9f7f00cc9769)

Literature and context
(link: http://curriculum.edu.au/elements/2014/09/cb3f4ed6-7e13-4457-9ba1-9e4600a2a3e5)

Recognising The Influence Our Different Historical, Social And Cultural Experiences May Have On The Meaning We Make From The Text And The Attitudes We May Develop Towards Characters, Actions And Events (ELBE1025)
(link: http://curriculum.edu.au/elements/2014/09/bbb4a2bd-1285-4f22-bea3-9e4600a2a3e5)

Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1615)

Exploring Texts On A Similar Topic By Authors With Very Different Styles, For Example Comparing Fantasy Quest Novels Or Realistic Novels On A Specific Theme, Identifying Differences In The Use Of Narrator, Narrative Structure And Voice And Language Style And Register (ELBE1027)

Analysis and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1604)
(link: http://curriculum.edu.au/elements/2014/09/207b7f25-96ef-4a27-9c14-9e4600a2a3e5)

Creating literature
(link: http://curriculum.edu.au/elements/2014/09/2cf89da9-37e9-4507-88be-9e4600a2a3e5)

Creating Narratives In Written, Spoken Or Multimodal/Digital Format For More Than One Specified Audience, Requiring Adaptation Of Narrative Elements And Language Features (ELBE1032)
(link: http://curriculum.edu.au/elements/2014/09/4547eaa-9ad1-48d0-9e2e-9e4600a2a3e5)

Planning And Creating Texts That Entertain, Inform, Inspire And/Or Emotionally Engage Familiar And Less Familiar Audiences (ELBE1033)
(link: http://curriculum.edu.au/elements/2014/09/35fdbeee-30ff-491f-bfd4-9e4600a2a3e5)

Selecting And Using Sensory Language To Convey A Vivid Picture Of Places, Feelings And Events In A Semi Structured Verse Form (ELBE1034)
(link: http://curriculum.edu.au/elements/2014/09/6840e53a-b516-49f4-bcd7-9e4600a2a3e5)

Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1618)
(link: http://curriculum.edu.au/elements/2014/09/3ee9b6fa-7f85-46f9-b7d6-9e4600a2a3e5)

Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1803)
(link: http://curriculum.edu.au/elements/2014/09/bc6252c-202f-408b-9be6-9e4600a2a3e5)

Achievement Standard
(link: http://curriculum.edu.au/elements/2014/09/ab4bcb39-50a3-458b-b8fb-9f7f00cc97ac)

Literature and context
(link: http://curriculum.edu.au/elements/2014/09/ea96e0d-05f8-4893-89b9-9e4600a2a3e3)

Building Knowledge, Understanding And Skills In Relation To The History, Culture, And Literary Heritage Of Aboriginal And Torres Strait Islander Peoples (ELBE039)
(link: http://curriculum.edu.au/elements/2014/09/2f959491-d4fd-4dfe-bb7a-9f900e57374)

Identifying And Explaining Differences Between Points Of View In Texts, For Example Contrasting The City And The Bush Or Different Perspectives Based On Culture, Gender Or Age (ELBE038)

Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619)
(link: http://curriculum.edu.au/elements/2014/09/a92792d-6f82-4e34-96da-9e4600a2a3d3)

Exploring Concepts About The Criteria For Heroism And Testing These Criteria In A Range Of Texts, Including More Complex Ones Where The Hero May Be Flawed (ELBE1028)
(link: http://curriculum.edu.au/elements/2014/09/4af9f5c4-9d10-4235-9859-9e4600a2a3d5)

Establishing Forums For Discussing The Relative Merits Of Fiction And Film Texts (ELBE1035)
(link: http://curriculum.edu.au/elements/2014/09/a45e0bda-0812-4886-9e14-9e4600a2a3d3)

Comparing Personal Viewpoints On Texts And Justifying Responses In Actual And Virtual Discussions (ELBE1083)
(link: http://curriculum.edu.au/elements/2014/09/9145edc5-c4cd-4a4c-bd21-9e4600a2a3d5)

Identifying Stereotypes, Prejudice And Oversimplifications In Texts (ELBE1085)

Exploring Ethical Issues In Literary Texts Drawing On A Range Of Examples From The Texts To Illustrate And Substantiate The Views Expressed (ELBE1086)
(link: http://curriculum.edu.au/elements/2014/09/0da0a66-c952-425a-a958-9e4600a2a3d8)

Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (ACELT1620)
(link: http://curriculum.edu.au/elements/2014/09/101858b3-8b64-45ee-bc70-9e4600a2a3d5)

Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT291)
(link: http://curriculum.edu.au/elements/2014/09/88e4a4cb-aab6-4b71-8f50-9e4600a2a3d3)

Analysing And Explaining The Structure And Features Of Short Stories Discussing The Purposes And Appeal Of Different Authorial Choices For Structure And Language (ELBE1087)
(link: http://curriculum.edu.au/elements/2014/09/925a7e7-0465-4746-8a15-9e4600a2a3d8)
Exploring Traditional Stories From Asia And Discussing Their Engaging Features, For Example Use Of The Oral Mode, Visual Elements, Verse, Use Of Puppets To Convey The Narrative (ELBE1088)

Analysing Writers' Depictions Of Challenges In Texts, For Example Those Faced By Aboriginal And Torres Strait Islander People (ELBE1089)
link [http://rdf.australiancurriculum.edu.au/elements/2014/09/715a79af-97b8-4fa4-9a89-9e4600a2a3d8]

Discussing A Text's Intended Audience, Whether The Text Is Typical Of Its Type And Whether It Has Fulfilled Its Purpose (ELBE1090)
link [http://rdf.australiancurriculum.edu.au/elements/2014/09/c66c8b2-256e-41d7-810a-9e4600a2a3d8]

Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622)
link [http://rdf.australiancurriculum.edu.au/elements/2014/09/6f8f7a4-c78a-4f8e-a22b-9e4600a2a3d8]

Using Aspects Of Texts In Imaginative Recreations Such As Re Situating A Character From A Text In A New Situation (ELBE1092)

Imagining A Character's Life Events (For Example Misadventures Organised Retrospectively To Be Presented As A Series Of Flashbacks In Scripted Monologue Supported By Single Images), Making A Sequel Or Prequel Or Rewriting An Ending (ELBE1093)

Creating Chapters For An Autobiography, Short Story Or Diary (ELBE1094)
link [http://rdf.australiancurriculum.edu.au/elements/2014/09/3ea3c312-f8a2-4c6b-9ba1-9e4600a2a3d3]

Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition (ACELT1625)
link [http://rdf.australiancurriculum.edu.au/elements/2014/09/5b8fd1f-97f6-43a3-8a7c-9e4600a2a3d3]