

Curriculum Map – Refugees, Asylum Seekers & Immigration

General Capabilities



Literacy



Numeracy



ICT



Intercultural Understanding



Critical and Creative Thinking



Personal and Social Capability



Ethical Understanding

Cross-curriculum priorities

CROSS-CURRICULUM PRIORITY	ORGANISING IDEA AND CODE
SUSTAINABILITY	World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice, are essential for achieving sustainability. (OI.4)
	World views are formed by experiences at personal, local, national and global levels, and are linked to individual and community actions for sustainability. (OI.5)
ASIA AND AUSTRALIA'S ENGAGEMENT WITH ASIA	Collaboration and engagement with the peoples of Asia support effective regional and global citizenship. (OI.5)
	Australia is part of the Asia region and our histories from ancient times to the present are linked. (OI.6)
	Australians play a significant role in social, cultural, political and economic developments in the Asia region. (OI.7)

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Year 6

SUBJECT	CONTENT DESCRIPTORS	
ENGLISH	<ul style="list-style-type: none"> ✓ Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713) ✓ Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714) ✓ Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1717) ✓ Understand the uses of objective and subjective language and bias (ACELA1517) 	
HASS	<p style="text-align: center;">KNOWLEDGE AND UNDERSTANDING</p> <ul style="list-style-type: none"> ✓ Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children (ACHASSK135) ✓ Stories of groups of people who migrated to Australia since Federation (including from ONE country of the Asia region) and reasons they migrated (ACHASSK136) ✓ The geographical diversity of the Asia region and the location of its major countries in relation to Australia (ACHASSK138) ✓ Differences in the economic, demographic and social characteristics of countries across the world (ACHASSK139) ✓ Australia’s connections with other countries and how these change people and places (ACHASSK141) ✓ The shared values of Australian citizenship and the formal rights and responsibilities of Australian citizens (ACHASSK147) 	<p style="text-align: center;">SKILLS</p> <ul style="list-style-type: none"> ✓ Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI127) ✓ Locate and collect relevant information and data from primary sources and secondary sources (ACHASSI123) ✓ Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions (ACHASSI124) ✓ Sequence information about people’s lives, events, developments and phenomena using a variety of methods including timelines (ACHASSI125) ✓ Examine primary sources and secondary sources to determine their origin and purpose (ACHASSI126) ✓ Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI131) ✓ Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI132)
ACTIVITIES	<ul style="list-style-type: none"> • Regions of Asia Activity • Famous Refugees Activity • Detention Centres – Effects on Children Activity 	

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Year 7

SUBJECT	CONTENT DESCRIPTORS	
ENGLISH	<ul style="list-style-type: none"> ✓ Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (ACELY1723) ✓ Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725) ✓ Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (ACELY1726) ✓ Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts (ACELY1728) 	
CIVICS AND CITIZENSHIP	KNOWLEDGE AND UNDERSTANDING	SKILLS
	<ul style="list-style-type: none"> ✓ How Australia is a secular nation and a multi-faith society with a Christian heritage (ACHCK051) ✓ How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a ‘fair go’, can promote cohesion within Australian society (ACHCK052) ✓ How groups, such as religious and cultural groups, express their particular identities; and how this influences their perceptions of others and vice versa (ACHCK053) 	<ul style="list-style-type: none"> ✓ Identify, gather and sort information and ideas from a range of sources (ACHCS055) ✓ Critically analyse information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS056) ✓ Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS059) ✓ Reflect on their role as a citizen in Australia’s democracy (ACHCS060)
GEOGRAPHY	<ul style="list-style-type: none"> ✓ Causes, impacts and responses to an atmospheric or hydrological hazard (ACHGK042) ✓ Factors that influence the decisions people make about where to live and their perceptions of the liveability of place (ACHGK043) ✓ The influence of accessibility to services and facilities on the liveability of places (ACHGK044) ✓ The influence of environmental quality on the liveability of places (ACHGK045) ✓ The influence of social connectedness and community identity on the liveability of place (ACHGK046) 	
ACTIVITIES	<ul style="list-style-type: none"> • Push and Pull Factors Activity • Climate Change Refugees Activity • Detention Centres – Climate Activity • Photo Ranking Activity • Refugee Crisis – Conflict Activity • Asylum Seekers and Refugees – Stories Activity 	

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Year 8

SUBJECT	CONTENT DESCRIPTORS	
ENGLISH	<ul style="list-style-type: none"> ✓ Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims (ACELA1766) ✓ Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text (ACELY1732) ✓ Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts (ACELY1733) ✓ Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate (ACELY1736) ✓ Use a range of software, including word processing programs, to create, edit and publish texts imaginatively (ACELY1738) ✓ Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts (ACELY1810) 	
CIVICS AND CITIZENSHIP	KNOWLEDGE AND UNDERSTANDING	SKILLS
	<ul style="list-style-type: none"> ✓ Different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander perspectives, and what it means to be Australian (ACHCK066) 	<ul style="list-style-type: none"> ✓ Identify, gather and sort information and ideas from a range of sources (ACHCS069) ✓ Critically analyse information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS070) ✓ Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS073) ✓ Reflect on their role as a citizen in Australia's democracy (ACHCS074)
GEOGRAPHY	<ul style="list-style-type: none"> ✓ Reasons for, and effects of, internal migration in both Australia and China (ACHGK056) ✓ Reasons for, and effects of, international migration in Australia (ACHGK058) <ul style="list-style-type: none"> ✓ Represent data in a range of appropriate forms, for example, climate graphs, compound column graphs, population pyramids, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies (ACHGS057) ✓ Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal (ACHGS062) 	
ACTIVITIES	<ul style="list-style-type: none"> • Types of Migration Activity • Multiculturalism Activity • Refugee Welcome Pack Activity 	

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Year 9

SUBJECT	CONTENT DESCRIPTORS	
ENGLISH	<ul style="list-style-type: none"> ✓ Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas (ACELA1770) ✓ Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY1742) ✓ Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (ACELY1744) ✓ Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (ACELY1746) ✓ Use a range of software, including word processing programs, flexibly and imaginatively to publish texts (ACELY1748) 	
CIVICS AND CITIZENSHIP	KNOWLEDGE AND UNDERSTANDING	SKILLS
	<ul style="list-style-type: none"> ✓ How and why individuals and groups, including religious groups, participate in and contribute to civic life (ACHCK079) 	<ul style="list-style-type: none"> ✓ Identify, gather and sort information and ideas from a range of sources and reference as appropriate (ACHCS083) ✓ Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS088) ✓ Reflect on their role as a citizen in Australian, regional and global contexts (ACHCS089)
HISTORY	<ul style="list-style-type: none"> ✓ Laws made by federal Parliament between 1901-1914 including the Harvester Judgment, pensions, and the Immigration Restriction Act (ACDSEH092) 	
ACTIVITIES	<ul style="list-style-type: none"> • Vinnies – Comprehension Activity • Vinnies – Create a Brochure Activity • White Australia Policy – Comprehension Activity • White Australia Policy – Dictation Test Activity 	

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Year 10

SUBJECT	CONTENT DESCRIPTORS	
ENGLISH	<ul style="list-style-type: none"> ✓ Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues (ACELY1756) ✓ Review, edit and refine students' own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects (ACELY1757) ✓ Use a range of software, including word processing programs, confidently, flexibly and imaginatively to create, edit and publish texts, considering the identified purpose and the characteristics of the user (ACELY1776) 	
CIVICS AND CITIZENSHIP	KNOWLEDGE AND UNDERSTANDING	SKILLS
	<ul style="list-style-type: none"> ✓ The Australian Government's role and responsibilities at a global level, for example provision of foreign aid, peacekeeping, participation in international organisations and the United Nations (ACHCK091) ✓ How Australia's international legal obligations shape Australian law and government policies, including in relation to Aboriginal and Torres Strait Islander Peoples (ACHCK093) 	<ul style="list-style-type: none"> ✓ Identify, gather and sort information and ideas from a range of sources and reference as appropriate (ACHCS096) ✓ Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS101) ✓ Reflect on their role as a citizen in Australian, regional and global contexts (ACHCS102)
GEOGRAPHY	<ul style="list-style-type: none"> ✓ Different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places (ACHGK076) ✓ Reasons for spatial variations between countries in selected indicators of human wellbeing (ACHGK077) ✓ The role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries (ACHGK081) 	<ul style="list-style-type: none"> ✓ Present findings, arguments and explanations in a range of appropriate communication forms, selected for their effectiveness and to suit audience and purpose; using relevant geographical terminology, and digital technologies as appropriate (ACHGS079)
HISTORY	<ul style="list-style-type: none"> ✓ The waves of post-World War II migration to Australia, including the influence of significant world events (ACDSEH144) ✓ The impact of changing government policies on Australia's migration patterns, including abolition of the White Australia Policy, 'Populate or Perish' (ACDSEH145) ✓ The contribution of migration to Australia's changing identity as a nation and to its international relationships (ACDSEH147) 	<ul style="list-style-type: none"> ✓ Identify the origin, purpose and context of primary and secondary sources (ACHHS187) ✓ Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS188)
ACTIVITIES	<ul style="list-style-type: none"> • 1920s and 30s Activity • 1950s and 60s Activity • 1980s and 90s Activity • Populate or Perish Activity • Impact of Current Policy Activity • Detention Centres – Human Rights Activity • Current Situation – Comprehension Activity • Patterns of Migration Activity • Human Wellbeing Activity 	