

MAPPING VOLUNTEERING TO HISTORY: FOUNDATION — YEAR 10 CURRICULUM

(Note: not all year levels have an appropriate place for volunteering knowledge and learning to be explored).

| Year Level | Key Inquiry Question | Historical Knowledge and Understanding | Sample Activity |
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| Foundation | What is my history and how do I know it? | <p>Personal and Family Histories</p> <p>Who the people in their family are, where they were born and raised and how they are related to each other (ACHHK001).</p> | <p>Discuss whether any of the students have a family member, relative or friend who is a volunteer.</p> <p>Students ask their family member, relative or friend why they volunteer and then retell the story to the class.</p> |
| Year 2 | What remains of the past and is important to the local community, and why? | <p>The Past in the Present</p> <p>The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past (ACHHK044).</p> | <p>Explore how volunteers help to support what is important in the community.</p> <p>Students might help out at a natural environment community project such as Clean Up Australia Day or a tree planting event.</p> |
| Year 3 | What is the nature of the contribution made by different groups and individuals in the community? | <p>Community and Remembrance</p> <p>Days and weeks celebrated or commemorated in Australia (including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day) and the importance of symbols and emblems (ACHHK063).</p> | <p>Students explore the role of volunteers in these activities.</p> <p>Guest speakers who are volunteers from selected groups give a class talk about their organisation and role.</p> <p>Volunteers are asked to focus on how communication within their organisations has changed over time (for example a shift away from letters to emails) and what impact this has had on their role.</p> |
| | | <p>Community and Remembrance</p> <p>The role that people of diverse backgrounds have played in the development and character of the local community (ACHHK062).</p> | <p>Select a local group from a diverse background and examine how they do volunteering in their cultural and local community.</p> <p>Invite guest speakers to class.</p> |

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| Year 5 | What were the significant events and who were the significant people that shaped Australian colonies? | <p>The Australian Colonies</p> <p>The role that a significant individual or group played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander peoples (ACHHK097).</p> | <p>Visit the National Museum or other history repository so that students can gather information.</p> <p>Use a volunteer guide to assist students and describe what they do as a volunteer.</p> <p>Students develop information about a chosen significant individual that they could use as notes if they were a guide.</p> |
| Year 6 | What contribution have significant individuals and groups made to the development of Australian society? | <p>Australia as a Nation</p> <p>Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children (ACHHK114).</p> | <p>Explore the role of volunteers in polling booths as part of this study.</p> |
| Year 7 | How do we know about the ancient past? | <p>Depth study 1: Investigating the ancient past</p> <p>The range of sources that can be used in a historical investigation, including archaeological and written sources (ACDSEH029).</p> | <p>Include a study of how volunteers contribute to archaeological digs and to sorting and recording records in places like the National Library. Explore the National Archives of Australia site.</p> <p>Invite volunteers who can tell their story to speak with the class.</p> |
| Year 8 | Which significant people, groups and ideas from a particular period have influenced the world today? | <p>Historical Knowledge and Understanding</p> <p>The emergence of ideas about the world and the place of people in it by the end of the period (such as the Renaissance, the Scientific Revolution and the Enlightenment) (ACOKFH010).</p> | <p>Students research a given field and prepare a session on their topic that can be delivered to a local primary school class.</p> <p>Discuss with students how individuals contribute to events and assess their significance in doing so.</p> |
| | | <p>Explanation and communication</p> <p>Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS157).</p> | <p>Students select a significant person from the period whose volunteering or service to community made a significant historical impact.</p> |

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| Year 9 | How did new ideas and technological developments contribute to change in this period? | <p>Progressive ideas and movements (1750 – 1918)</p> <p>The emergence and nature of key ideas in the period, with a particular focus on ONE of the following: capitalism, socialism, egalitarianism, nationalism, imperialism, Darwinism.</p> | <p>Students explore and discuss how volunteering or citizen action contributed to the ideology or movement.</p> |
| | | <p>Depth Study 3: World War I</p> <p>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) (ACDSEH096).</p> | <p>Look at the role of women and children’s movements in contributing volunteer effort to the WWI campaign.</p> <p>Which volunteering and charity organisations originated during this time and what was the significance of their activity? Has that activity changed over time?</p> <p>Role-play some of the volunteers’ activities, having mapped the milestones to changes that have occurred over time.</p> <p>Facilitate student volunteering in one of the organisations that is still in operation.</p> |
| Year 10 | How did new ideas and technological developments contribute to change in this period? | <p>Depth Study 1: World War II</p> <p>The significance of World War II to Australia’s international relationships in the twentieth century, with particular reference to the United Nations, Britain, the USA and Asia (ACDSEH110).</p> | <p>What voluntary roles does Australia contribute to UN humanitarian policy and programs?</p> <p>Identify a person working in the field who can speak to students about Australia’s role and the contribution volunteers make.</p> |
| | | <p>Depth Study 2: Rights and freedoms</p> <p>The US civil rights movement and its influence on Australia (ACDSEH105).</p> | <p>Include exploration of the role of volunteers in the human rights struggle (such as the NSW Freedom Rides) or a study of HV Evatt.</p> |

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| Year 10 | | <p>Depth Study 3: The globalising world – the environmental movement</p> <p>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 Jabiluka mine controversy in 1998 (ACDSEH127).</p> | <p>Include in this study the role of volunteers in affecting environmental action.</p> |