

# 20 Lives Through 20 Objects (Stage 5)

## Curriculum Outcomes and Content Links

### New NSW Curriculum (for implementation by 2027)

STAGE 5	
DEPTH STUDY (core) – Australia: Making a Nation – from Federation to WWI (1889 – c. 1919)	
OUTCOMES	CONTENT
<ul style="list-style-type: none"><li>analyses the key features and structures of past societies, historical periods and events <b>HI5-SPE-01</b></li><li>accounts for different contexts and perspectives of the past <b>HI5-CPP-01</b></li><li>explains how significant ideas and events have shaped the past <b>HI5-IEP-01</b></li><li>integrates evidence from sources to develop historical accounts, explanations and arguments about the past <b>HI5-SOU-01</b></li><li>assesses the value and limitations of sources as part of a historical inquiry <b>HI5-INQ-01</b></li><li>communicates historical arguments using historical terms and concepts for a range of purposes, audiences and contexts <b>HI5-COM-01</b></li></ul>	<p><b>Working with historical concepts and skills</b></p> <ul style="list-style-type: none"><li>Engage in historical inquiry, integrating information from a range of sources as evidence where appropriate</li><li>Create written texts to analyse historical concepts related to Federation and the First World War (WWI)</li></ul> <p><b>Significant groups, individuals, ideas, beliefs, practices and events in Australia: making a nation – from Federation to WWI</b></p> <ul style="list-style-type: none"><li>The Australian response to WWI, including the Gallipoli Campaign, as a catalyst for the development of a national identity</li><li>Battles in which Australians fought in WWI (workshop includes Gallipoli Landing (1915), Battle of Lone Pine (1915), Battle of Fromelles (1916), Battle of Messines (1917), Battle of Passchendaele (1917), Battle of Amiens (1918))</li></ul> <p><b>Background and origins of Australia: making a nation – from Federation to WWI</b></p> <ul style="list-style-type: none"><li>Reasons for Australia's involvement in WWI</li><li>Passing of the <i>War Precautions Act 1914</i></li></ul> <p><b>Impact and legacies of Australia: making a nation – from Federation to WWI</b></p> <ul style="list-style-type: none"><li>The impact of Federation and WWI on different groups in Australia, including Aboriginal and Torres Strait Islander Peoples, migrants and women (workshop contains stories that illustrate the impact of the War on women and Aboriginal and Torres Strait Islander Peoples)</li><li>Nature, commemoration and perspectives of the Anzac legend</li></ul>

<b>STAGE 6</b>	
<b>The First World War</b>	
<b>OUTCOMES</b>	<b>CONTENT</b>
<ul style="list-style-type: none"> <li>explains continuity and change in the modern world <b>MH-11-01</b></li> <li>proposes ideas about the varying causes and effects of events and developments <b>MH-11-02</b></li> <li>explains the role and significance of forces, ideas, events, individuals and groups in shaping the past <b>MH-11-03</b></li> <li>accounts for the different perspectives of individuals and groups in their historical context <b>MH-11-04</b></li> <li>explains differing interpretations and representations of the past <b>MH-11-06</b></li> <li>communicates historical understanding, applying historical knowledge, terms and concepts <b>MH-11-07</b></li> </ul>	<p><b>The nature and course of WWI</b></p> <ul style="list-style-type: none"> <li>The short-term causes and the nature of the outbreak of war in 1914</li> <li>The changing nature of warfare on at least TWO military fronts, including scientific and industrial developments in weaponry, medicine and communications</li> <li>The varying experiences of soldiers in key battles</li> <li>The nature and impact of 'total war' on different social groups, including the changing role of women</li> </ul> <p><b>AUSTRALIA 1918–1949</b></p> <p><b>The changing face of Australia after the First World War</b></p> <ul style="list-style-type: none"> <li>The social impact of WWI in Australia, including soldier settlement and the changing role of women</li> </ul>
<b>The investigation of historic sites and sources; The construction of modern histories; The Representation and commemoration of the past</b>	
<ul style="list-style-type: none"> <li>recognises and responds to concepts of time and chronology <b>MH-LS-02</b></li> <li>uses sources to form conclusions about the past <b>MH-LS-08</b></li> <li>identifies different interpretations of the past <b>MH-LS-09</b></li> <li>compares representations of the past <b>MH-LS-10</b></li> <li>communicates information about the past using historical terms and concepts <b>MH-LS-11</b></li> <li>identifies the significance or reliability of historical information <b>MH-LS-13</b></li> <li>identifies connections between the past and the present <b>MH-LS-14</b></li> </ul>	<p><b>Sites and sources</b></p> <ul style="list-style-type: none"> <li>The nature and location of historical sites</li> <li>The condition of historical sites</li> <li>The importance of historical sites (heritage, acknowledgment of the past, cultural significance, understanding the past.</li> <li>Different sources can provide different interpretations of the past (e.g. memorials, museums)</li> </ul> <p><b>Limitations and reliability of sources</b></p> <ul style="list-style-type: none"> <li>Different types of sources</li> <li>Places where historians can find sources to investigate the past</li> <li>Use sources to develop an understanding of people, places and events of the past</li> </ul> <p><b>Construction and reconstruction</b></p> <ul style="list-style-type: none"> <li>Ways in which history is preserved or conserved, including personal or community history (using the example of the Anzac Memorial)</li> </ul> <p><b>Sources and the past</b></p> <ul style="list-style-type: none"> <li>Items of importance to personal or community history</li> <li>Different types of sources</li> <li>Different representations of the past</li> </ul>