

Anzac War Horses Curriculum

Outcomes and Content Links

Current NSW Curriculum (until end of 2026)

STAGE 3	
OUTCOMES	CONTENT
HISTORY <i>Australia as a Nation</i> <ul style="list-style-type: none"> identifies change and continuity and describes the causes and effects of change on Australian society HT3-3 applies a variety of skills of historical inquiry and communication HT3 5 <p>Key inquiry questions:</p> <ul style="list-style-type: none"> Why and how did Australia become a nation? How did Australian society change throughout the twentieth century? What contribution have significant individuals and groups made to the development of Australian society? GEOGRAPHY <i>A Diverse and Connected World</i> Global connections <ul style="list-style-type: none"> explains interactions and connections between people, places and environments GE3-2 	HISTORY <i>Australia as a Nation</i> The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, sciences, the arts, sport (ACHHK116) 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>Students:</p> <ul style="list-style-type: none"> examine Australian human rights, past and present, affecting Aboriginal and/or Torres Strait Islander peoples, migrants, women and children explain how Australian society has changed throughout the twentieth century for these groups (workshop briefly touches on story of William Irwin, an Anzac with First Nations Heritage) GEOGRAPHY Global connections <p>Students:</p> <p>investigate connections between Australia and other countries of the world, for example: (ACHGK034, ACHGK035)</p> <ul style="list-style-type: none"> description of connections Australia has with other countries eg trade, migration, tourism, aid examination of a significant event and its local, regional and global effect on people and places eg sporting or cultural event

<p>VISUAL ARTS</p> <ul style="list-style-type: none"> ▪ makes artworks in intentional ways to represent ideas about their world, and explains ways artists are influenced by contexts and how artworks are interpreted by audiences CA3-VIS-01 <p>DRAMA</p> <ul style="list-style-type: none"> • DRAS3.4 Responds critically to a range of drama works and performance styles <p>ENGLISH</p> <ul style="list-style-type: none"> • EN3-1A communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features • EN3-2A composes, edits and presents well-structured and coherent texts • EN3-7C thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts 	<p>VISUAL ARTS Appreciating: Artists are influenced by contexts and make artworks that audiences can critique and interpret in various ways</p> <ul style="list-style-type: none"> ▪ Make associations between artworks and own personal, social or cultural contexts ▪ Explain structural features of an artwork and how artists use the elements of art and design to communicate meaning to audiences through art forms, using Tier 2 and Tier 3 vocabulary ▪ Describe how meaning is conveyed through signs and symbols in artworks <p>DRAMA</p> <p>Students: learn about drama through the experience of:</p> <ul style="list-style-type: none"> • appreciating drama by viewing others' performances and acknowledging how this can change their own drama practice <p>ENGLISH</p> <p>Students study examples of</p> <ul style="list-style-type: none"> • Spoken texts
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