

Title	Continuity and Change: Migrants from Asia
Learning area	HASS (Civics and Citizenship)
Other LAs	HASS (History, Economics, Geography) English
Year Level(s)	Year 6

Background information

Brief Description of the Task:	Using the Overview of Migration to Australia, create a class timeline of significant events to demonstrate understanding of the continuity and change of Asian migration to Australia, in particular Western Australia's regional areas. See HTAWA resource: <i>Sikh and Indian Australians 1901 - 2015</i> http://htawa.net.au/sikh_indian_australians/PDF/SH_Yr6_TR0.pdf See <i>From Asia to Cossack</i> resource: https://karratha.wa.gov.au/sites/default/files/uploads/LHO-Yr5-6_From_Asia_to_Cossack.pdf
Context summary	WA Curriculum Content Descriptor: Who can be an Australian citizen, the formal rights and responsibilities, and shared values of Australian citizenship Australia's connections with countries (e.g. trade, migration, tourism, aid, education, defence, sport) and how these connections change people and places.
Description of purpose (Learning Intention)	To explore how and why Immigration was (and still is) a vital component of WA's historical narrative, social and economic growth and diversity. See introductory statement from HTAWA resource: <i>Sikh and Indian Australians 1901 - 2015</i> http://htawa.net.au/sikh_indian_australians/PDF/SH_Yr6_intro.pdf

Summary of Links to the Western Australian Curriculum *(Relevant areas shaded at completion of the student activities)*

Content Strand	HASS Knowledge and Understanding			HASS Skills			
	Key Concepts History Geography Civics and Citizenship	Continuity and change	Cause and effect	Significance	Perspectives	Empathy	
Place		Environment		Interconnections			
Participation		Rights and Responsibilities		Democracy			
General capabilities	Literacy	Numeracy	ICT capability	Critical and creative thinking	Ethical Understanding	Personal and social capability	Intercultural understanding
Cross-curriculum priorities	Aboriginal and Torres Strait Islander histories and cultures			Asia and Australia's engagement with Asia		Sustainability	

Relevant Aspects of the Achievement Standard

Highlighted areas show the parts of the achievement standard relevant to this task, in YOUR context.

At Standard, students develop questions for a specific purpose. They locate and collect relevant information and/or data from primary and/or [secondary sources](#), using appropriate methods to organise and record information. Students apply [ethical protocols](#) when collecting information. They use criteria to determine the relevance of information and/or data. Students interpret information and/or data, sequence information about events, identify different perspectives, and describe [cause and effect](#). They use a variety of appropriate formats to translate collected information and draw conclusions from [evidence](#) in information and/or data. Students engage in a range of processes when making decisions in drawing conclusions. They consider audience and purpose when selecting appropriate communication forms. Students develop a variety of texts that incorporate [source](#) materials, using some subject-specific terminology and concepts. They reflect on findings to refine their learning.

Students recognise that [Australia's democracy](#) is based on the Westminster [system](#), and describe the roles and responsibilities of each level of [government](#) and how laws are made. They identify the [democratic values](#) associated with Australian [citizenship](#) and describe the [rights and responsibilities](#) of being an Australian citizen.

Students identify the imbalance between [needs](#) and [wants](#), and describe how the [allocation \(of resources\)](#) involves [trade-offs](#). They identify the advantages and disadvantages of [specialisation](#) in terms of the different ways businesses organise the provision of [goods](#) and [services](#). Students identify the factors that influence consumer decisions when making choices, and the consequences of those choices for businesses and the consumer.

Students identify the location of Asia and its major countries, in relation to Australia. They recognise the geographical and cultural diversity of places, by describing the physical and human characteristics of specific places, at the [local](#) to global [scale](#). Students identify that people, places and environments are interconnected and describe how these interconnections lead to [change](#).

Students explain the [significance](#) of an individual, group or event on the Federation of Australia, and identify ideas and/or influences of other systems on the [development](#) of Australia as a nation. They describe [continuity](#) and [change](#) in relation to [Australia's democracy](#) and [citizenship](#). Students compare experiences of migration and describe the [cause and effect](#) of [change](#) on society.