

# VICTORIAN CURRICULUM LINKS

## HER PLACE: WOMEN OF INFLUENCE

Level	Subject	Relevant Learning/Strands	Applicable Lessons
7/8	History	<p>Students recognise that, while historical evidence may be limited for a particular group of people, such evidence can provide useful insights into the power structures of a society.</p> <p>Students identify and explore differing perspectives of peoples, acknowledging there may be silent voices, for example women.</p> <p>Students participate in informal debates and plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements.</p>	<ul style="list-style-type: none"> <li>• Aunty Fay Carter</li> <li>• Florence McKenzie</li> <li>• Val Lang</li> <li>• Debora Lawrie</li> <li>• Halima Mohamed</li> <li>• Peta Searle</li> <li>• Gweneth Wisewould</li> </ul>
9/10	History	<p>Students understand historical perspectives through exploring the points of view, attitudes, values and beliefs of people in the past. Students also consider the thoughts, feelings and reasons for actions of people in the past between the periods of 1750–1918. For the 1914–1945 period students examine the effects of WWII on the homefront. For the period 1945–present students understand human rights and Australia’s changing social, cultural and historical conditions. Students look at historical interpretations and perspectives from different periods.</p> <p>Students analyse the views regarding gender equality in Australia held by both men and women at different times and explain how these views might reflect changing values and attitudes.</p> <p>Students evaluate different historical interpretations and contested debates.</p>	<ul style="list-style-type: none"> <li>• Pat Bigham</li> <li>• Aunty Fay Carter</li> <li>• Joan Kirner</li> <li>• Florence McKenzie</li> <li>• Halima Mohamed</li> <li>• Val Lang</li> <li>• Peta Searle</li> <li>• Gweneth Wisewould</li> </ul>
5/6	English	<p>Students make connections between their own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts.</p>	<ul style="list-style-type: none"> <li>• Pat Bigham</li> <li>• Aunty Fay Carter</li> <li>• Val Lang</li> <li>• Brigitte Muir</li> <li>• Gweneth Wisewould</li> </ul>

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7/8	English	<p>Students experiment with text structures and language features and their effects in creating literary texts. They create literary texts that adapt stylistic features encountered in other texts.</p> <p>Students engage with a variety of texts for enjoyment. They create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and are beginning to create literary analyses and transformations of texts.</p>	<ul style="list-style-type: none"> <li>Pat Bigham</li> <li>Peta Searle</li> </ul>
9	English	<p>Students learn how to use personal knowledge and literary texts as starting points for creating imaginative writing in different forms and genres and for particular audiences. Using print, digital and online media, students develop skills that allow them to convey meaning, address significant issues and heighten engagement and impact. Students understand how to use a variety of language features to create different levels of meaning.</p>	<ul style="list-style-type: none"> <li>Pat Bigham</li> <li>Aunty Fay Carter</li> <li>Joan Kirner</li> <li>Val Lang</li> <li>Halima Mohamed</li> <li>Peta Searle</li> <li>Gweneth Wisewould</li> </ul>
10	English	<p>Students use language to explore how text structures and language features can empower and disempower people. They understand that people's evaluations of texts are influenced by their value systems. They create imaginative texts that make thematic and intertextual connections. They analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts.</p> <p>Students create a range of spoken, written or multimodal texts, experimenting with and manipulating language devices for particular audiences, purposes and contexts. Students create texts that refer to themes or make connections to particular texts, for example by writing crime fiction or romance short stories.</p> <p>Students analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language and structural and/or visual choices.</p>	<ul style="list-style-type: none"> <li>Pat Bigham</li> <li>Aunty Fay Carter</li> <li>Joan Kirner</li> <li>Val Lang</li> <li>Halima Mohamed</li> <li>Peta Searle</li> <li>Gweneth Wisewould</li> </ul>
7/8	Critical and Creative Thinking	<p>Students demonstrate skills and learning dispositions that support logical, strategic, flexible and adventurous thinking.</p> <p>Students consider a range of strategies to represent ideas and explain and justify thinking processes to others.</p>	<ul style="list-style-type: none"> <li>Pat Bigham</li> <li>Florence McKenzie</li> <li>Gweneth Wisewould</li> </ul>
9/10	Critical and Creative Thinking	<p>Students challenge previously held assumptions and create new links, proposals and artefacts by investigating ideas that provoke shifts in perspectives and cross boundaries to generate ideas and solutions.</p>	<ul style="list-style-type: none"> <li>Florence McKenzie</li> <li>Halima Mohamed</li> <li>Brigitte Muir</li> <li>Gweneth Wisewould</li> </ul>

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7/8	Geography	<p>Students learn about different types of landscapes and their distinctive landform features. They examine human causes of landscape degradation, the effects on landscape quality and the implications for places.</p> <p>Students look at the influence of accessibility to services and facilities, and environmental quality, on the liveability of places, as well as the influence of social connectedness and community identity.</p> <p>Students investigate the negative and positive impacts of bushfires on Australian landscapes and ways of responding to the risk and events of bushfires.</p> <p>Students discuss the different types of places where people and groups can feel included or excluded, safe or threatened, and evaluate how this affects perceptions about the liveability of places.</p> <p>Additionally, they look at the challenges of managing and planning Australia's urban future and the environmental, economic and technological factors that influence crop yields in Australia and across the world.</p>	<ul style="list-style-type: none"> <li>• Pat Bigham</li> <li>• Joan Kirner</li> <li>• Halima Mohamed</li> <li>• Brigitte Muir</li> </ul>
9/10	Geography	<p>Students look at environmental, economic and technological factors that influence environmental change and human responses to its management.</p> <p>They look at the different types and distribution of environmental change and the forms it takes in different places. They examine the perceptions people have of place, and how this influences their connections to different places.</p>	<ul style="list-style-type: none"> <li>• Joan Kirner</li> <li>• Val Lang</li> <li>• Brigitte Muir</li> <li>• Peta Searle</li> </ul>
5/6	Intercultural Connections	<p>Students analyse how aspects of their own and others' lifestyle, behaviour, attitudes and beliefs can be culturally influenced.</p>	<ul style="list-style-type: none"> <li>• Aunty Fay Carter</li> <li>• Val Lang</li> <li>• Halima Mohamed</li> <li>• Gweneth Wisewould</li> </ul>
7/8	Intercultural Connections	<p>Students develop the knowledge, skills and understanding to reflect on how cultural practices and beliefs contribute to individual, group and national identities. This includes religious beliefs, traditional celebrations and customs, social relationships, gender roles, daily routines, work and leisure activities, and language.</p>	<ul style="list-style-type: none"> <li>• Halima Mohamed</li> <li>• Gweneth Wisewould</li> </ul>
9/10	Intercultural Connections	<p>Students engage in complex discussions about interrelationships within and between cultures. This includes the less tangible aspects of culture such as values, attitudes, roles, religious beliefs and ways of thinking.</p> <p>Students understand the importance of cultural collaboration in an interconnected world and how respecting diversity is important for community cohesion.</p>	<ul style="list-style-type: none"> <li>• Halima Mohamed</li> <li>• Gweneth Wisewould</li> </ul>

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5/6	Civics and Citizenship	<p>Students identify different points of view on a contemporary issue relating to democracy and citizenship.</p> <p>Students investigate how people with shared beliefs and values work together to achieve their goals and plan for action.</p> <p>Students examine the concept of global citizenship.</p>	<ul style="list-style-type: none"> <li>• Aunty Fay Carter</li> <li>• Joan Kirner</li> <li>• Halima Mohamed</li> <li>• Gweneth Wisewould</li> </ul>
7/8	Civics and Citizenship	<p>Students explain how citizens can participate in Australia's democracy, including the use of the electoral system, contact with their elected representatives, use of lobby groups, interest groups and direct action. They analyse features of Australian democracy and explain features that enable active participation.</p>	<ul style="list-style-type: none"> <li>• Aunty Fay Carter</li> <li>• Joan Kirner</li> <li>• Florence McKenzie</li> <li>• Deborah Lawrie</li> <li>• Gweneth Wisewould</li> </ul>
9/10	Civics and Citizenship	<p>Students examine the ways political parties, interest groups, media and individuals influence government and decision-making processes.</p> <p>Students research the work of a non-government organisation (NGO), philanthropist or community group, and how and why they contribute to the Australian community.</p>	<ul style="list-style-type: none"> <li>• Pat Bigham</li> <li>• Aunty Fay Carter</li> <li>• Joan Kirner</li> <li>• Deborah Lawrie</li> <li>• Florence McKenzie</li> <li>• Gweneth Wisewould</li> </ul>
5/6	Personal and Social	<p>Students describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations.</p> <p>Students define and recognise examples of stereotypes, discrimination and prejudice and discuss how they impact on the individual.</p>	<ul style="list-style-type: none"> <li>• Pat Bigham</li> <li>• Aunty Fay Carter</li> <li>• Joan Kirner</li> <li>• Val Lang</li> <li>• Deborah Lawrie</li> <li>• Florence McKenzie</li> <li>• Halima Mohamed</li> <li>• Brigitte Muir</li> <li>• Peta Searle</li> <li>• Gweneth Wisewould</li> </ul>



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