

Title	Interconnections change people and the characteristics of places: Commonwealth Games – Perth 1962.
Learning area	HASS (Geography)
Other LAS	HASS (History; Civics & Citizenship) English
Year Level(s)	Year 6

Background information

Brief Description of the Task:	This task is based on the SCSA Year 6 Geography Sample Teaching and Learning Outline (Week 7-10) https://k10outline.scsa.wa.edu.au/_data/assets/pdf_file/0007/407329/Humanities-and-Social-Sciences-Geography-Year-6-Sample-Teaching-and-Learning-Outline.PDF In groups, students complete the 'Geography thought-provoker' activity http://www.geogspace.edu.au/core-units/years-5-6/exemplars/year-6/y5-exemplars-y6-illus1.html Students select one major world event in which Western Australians have been active participants, such as the 1962 Commonwealth Games in Perth https://www.youtube.com/watch?v=9lLfQ4fodJI
Context summary	WA Curriculum Content Descriptor: Australia's connections with countries (e.g. trade, migration, tourism, aid, education, defence, sport) and how these connections change people and places Key concepts: place, interconnection
Description of purpose (Learning Intention)	To explore how and why How Australia is interconnected with other places and how these interconnections change people and the characteristics of places

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	Evidence
Place		Space		Change		Interconnection	
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