# Topic Two: Linking the nation

## Lessons linking the past to the present of Australian transport

| Key Learning Area | Title | Main focus question | |
|---|---|---|---|
| History<br>Geography<br>English | A changing demography: Investigating changes to public transport in The Hills Shire | How has the demography of The Hills Shire changed over the past 100 years and what has been the impact on public transport infrastructure? | |
| History<br>Geography | Who lived here first and how do we know? | Who lived in North West Sydney first and how do we know?<br><br>How do people's perceptions about places influence their views about the protection of places? | |
| History<br>Geography | First contacts | What was life like for the Aboriginal people of North West Sydney before the arrival of Europeans?<br><br>How does the environment support the lives of people and other living things? | |
| Geography<br>History<br>Creative Arts | The importance of protecting local Indigenous heritage | How is the Sydney Metro Northwest project protecting local Indigenous heritage sites?<br><br>This learning experience would be enhanced by an excursion to a local Indigenous site such as Bidjdgal Reserve in The Hills Shire. | |
| Mathematics<br>History | Using and interpreting timetables: Then and now | How do we read timetables?<br><br>What are the significant differences and similarities between the Rogans Hill – Parramatta railway timetable and a current Sydney Trains timetable? | |
| History<br>English | Visual literacy: Train safety | 'A picture is worth a thousand words': What is this cartoon telling us? | |
| History<br>Science and Technology<br>English<br>Geography | Shaping the colony: The impact of rail on Sydney's North West region – A complete unit of work | Where is the North West region of Sydney and how has it changed?<br>What do we know about the lives of people in Australia's colonial past and how do we know?<br>How did colonial settlement change the environment?<br>How do people and environments influence one another?<br>How do people influence places and the management of spaces within them?<br>How did geographical location influence the lives and experiences of colonial Australians in Sydney's North West?<br>How does the work of historical archaeologists contribute to understanding our colonial past?<br>What effects did Governor Macquarie and the Gold Rush have on expanding the colony of Sydney and NSW?<br>What developments in transport in the 19th Century influenced settlement and society in Sydney and surrounds?<br>What influences did the coming of rail have on society and settlement patterns in Sydney and NSW?<br>What effects will Sydney Metro Northwest have on communities and development in Sydney's North West region? | |

| Key syllabus reference or outcome | Most appropriate level | Suggested number of lessons | Page |
|---|---|---|---|
| **History K–10:** (HT2–2); (HT2–5)<br><br>**Geography K–10:** (GE2–1); (GW2–2); (GE2–4)<br><br>**English K–10:** (EN2–2A) | Stage 2–3 | 4–6 | 80 |
| **History K–10:** (HT2–2)<br>**Geography K–10:** (GE2–1); (GE2–2) | Stage 2 | 2 | 88 |
| **History K–10:** (HT2–4); (HT2–5)<br>**Geography K–10:** (GE2–1); (GE2–2) | Stage 2 | 2 | 100 |
| **Geography K–10:** (GE2–1); (GE2–3); (GE2–4)<br><br>**History K–10:** (HT2–2); (HT2–4); (HT2–5)<br><br>**Creative Arts K–6:** (VAS2.1); (VAS3.1); (VAS2.4); (VAS3.4) | Stage 2–3 | 4–6 | 106 |
| **Mathematics K–10:** (MA2–1WM); (MA3–1WM); (MA2–13MG); (MA3–13MG); (MA2–2WM); (MA3–2WM)<br><br>**History K–10:** (HT2–2); (HT2–5); (HT3–1); (HT3–5) | Stage 2–3 | 1–2 lessons | 114 |
| **History K–10:** (HT3–2)<br><br>**English K–10:** (EN3–1A); (EN3–3A); (EN3–7C); (EN3–8D) | Stage 3 | 2–3 | 120 |
| **History K–10:** (HT3–1); (HT3–2); (HT3–3); (HT3–5)<br><br>**Science and Technology K–6:** Ethical Understanding<br><br>**English K–10:** (EN3–1A); (EN3–2A); (EN3–3A); (EN3–7C); (EN3–8D)<br><br>**Geography K–10:** (GE3–1); (GE3–2); (GE3–3); (GE3–4) | Stage 3 | A full 10-week term | 132 |