

Heritage Victoria

A teacher's guide to using Victoria's Framework of
Historical Themes



Victoria's Framework of Historical Themes

This presentation is to support professional learning of teachers. It introduces teachers to:

- Victoria's Framework of Historical Themes and
- The way that teachers can use the Framework in the design of their teaching and learning programs.

[Victoria's Framework of Historical Themes \(Link\)](#)

Links to professional Learning

The National Professional Standards for Teachers

<http://www.teacherstandards.aitsl.edu.au> provide a framework that makes explicit the knowledge, practice and professional engagement required across teachers' careers.

To this end, teachers' knowledge and use of the Victorian Framework of Historical Themes enables teachers to develop and demonstrate their professional knowledge and practice with particular reference to the standards:

Professional Knowledge

Standard 2: Know the content and how to teach it

Professional Engagement

Standard 6: Engage in Professional Learning

The Framework: Background

Why a Framework?

Heritage is at the heart of community identity. It is part of how we define ourselves and our place in the world.

The Framework's purpose is to highlight what is distinctive about Victoria and to increase awareness and appreciation of the state's heritage.

What is the Framework?

The Framework presents nine themes that express important processes and activities in the state's historical development, culture and identity.



The Nine Themes

1. Shaping Victoria's environment
2. Peopling Victoria's places and landscapes
3. Connecting Victorians by transport and communication
4. Transforming the land
5. Building Victoria's industries and workforce
6. Building towns, cities and the garden state
7. Building community life
8. Governing Victorians
9. Shaping cultural and creative life



How is the Framework useful to teachers?

History teachers help students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. The Framework can help teachers achieve this aim by:

- Providing a **tool to help students understand** the many complex layers of Victoria's history and how each of us is linked into past events and eras.
- Providing a tool **to clarify the significance of a place** through providing its historical context and linkages.
- Providing a framework that will **assist students with their interpretation, knowledge and understanding** of Victoria's history and heritage.

The Framework and Inquiry Learning

- Using a thematic framework differs from traditional approaches to **history** as it allows a focus on key historical and cultural processes, rather than topics or a chronological treatment. It aims to identify the key human activities that have shaped our environment (Thom Blake, 1996).
- To this end, the Framework helps teachers consider ‘big questions’ which may form part of a much bigger inquiry for students to investigate.



The Framework and Inquiry Learning

Historical Inquiry

- Historical inquiry involves the retrieval, comprehension and interpretation of sources, and judgement guided by principles that are intrinsic to the discipline.

Why is the Framework important for teachers to know?

- The Framework of Historical Themes will assist teachers and students alike in framing their own questions of inquiry around Victoria's heritage and history.



The Framework and Indigenous heritage and histories

- The Framework is the result of a close collaboration between the Victorian Aboriginal Heritage Council and the Heritage Council of Victoria.
- The histories and heritage of Indigenous peoples is integral, not separate from, the heritage and history of Victoria. It reminds us that every part of Victoria is the Traditional Country of a particular group of Aboriginal people.



The Framework and Indigenous heritage and histories

Why is this important for teachers and students?

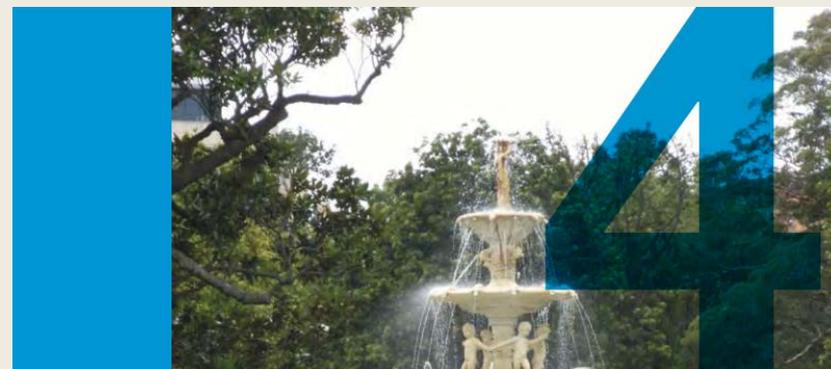
- The Framework can assist teachers in covering Aboriginal and Torres Strait Islander heritage, histories and perspectives in their teaching and learning program.
- Aboriginal and Torres Strait Islander histories and cultures has been identified as one of the three cross-curriculum perspectives in the Australian Curriculum which will be introduced into states and territories from 2013.



Educational support resources

- Victoria's Framework of Historical Themes
- Case Studies within the Framework
- “Lesson starters and activities” based around the Framework created by HTAV

Victoria's Framework of
Historical Themes



Victoria's Framework
of Historical Themes

Lesson starters and activities in response to the Heritage Framework

The themes

The themes can be accessed at

http://www.dpcd.vic.gov.au/_data/assets/pdf_file/0013/45301/Victoria_Framework_Historical_Themes_themes.pdf

Each theme is presented with:

- A rationale and explanation of theme;
- A set of questions that relate to the theme;
- A series of sub-themes and;
- Prompts and examples of places and objects that relate to each sub-theme.

Theme 1: Shaping Victoria's Environment

This theme traces how our understanding and appreciation of the natural environment have changed over time.



Theme 1: Shaping Victoria's Environment

Teachers and students might consider the following questions to frame or construct their inquiry:

Asking questions about the theme

- What naturally occurring features and environments define Victoria's landscapes, localities and regions?
- How has the environment influenced human life and cultures?
- What impacts have humans had on the landscape and environment? Have these impacts had implications beyond Victoria's localities and regions? Were they deliberate or the unintended consequence of human activity? (This is also explored in theme 4.)
- What were the driving forces that resulted in some areas being reserved from exploitation or development?
- What efforts have been made to protect places of natural value? And by whom?
- How strong are the connections between Victorians and their natural landscape?
- How does the environment theme link with other themes in Victoria's history?

Theme 1: Shaping Victoria's Environment

Answering the questions

Teachers may choose to teach the principles of this theme (how our understanding and appreciation of the natural environment have changed over time) by using the questions and focusing on one or more of the sub-themes presented.

Sub-Themes for Shaping Victoria's Environment are:

1. Tracing climactic and topographic change
2. Tracing the emergence of Victorian plants and animals
3. Understanding scientifically diverse environments
4. Creation stories and defining country
5. Living with natural processes
6. Appreciating and protecting Victoria's natural wonders

Example Case Study – The Missing Apostles

Many heritage sites develop organically rather than being built by humans. A good example of this is the Twelve Apostles, several stacks of rock which dot the coast in the Southern Ocean within the Port Campbell National Park. They are made of limestone and their shape is the result of erosion from the cliffs which began 10–20 million years ago. As time has passed, some of the formations have collapsed into the sea.

Curriculum Links: Shaping Victoria's Environment

Victorian Curriculum: VELS

VELS Level	Domain	Learning Focus / Standard
2	Humanities	Through observation, they investigate and describe elements of the natural and built environments in their local area.
3	Humanities	Students investigate the human and physical characteristics of their local area and other parts of Victoria and consider features of their local community that have changed over time.
3	Humanities	Students develop awareness and understanding of the effects of people's interactions with their environment and the ways in which these affect their lives.
3	Humanities	They describe how people use and affect different environments in Victoria.
4	History	Students demonstrate their knowledge and understanding of significant events in Australian history including Aboriginal and Torres Strait Islander history.
4	Geography	Students identify and describe Australia's significant natural processes.
6	History	Students evaluate the impact of colonisation on Aboriginal and Torres Strait Islander communities .

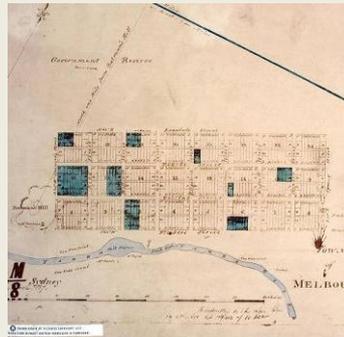
Curriculum Links: Shaping Victoria's Environment

Australian Curriculum: History (from 2013 in Victoria)

Year Level	Discipline	Historical knowledge and understanding
2	History	The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past .
2	History	The importance today of an historical site of cultural or spiritual significance ; for example, a community building, a landmark, a war memorial.
3	History	The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area.
3	History	ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory for example in the natural environment.
4	History	The diversity and longevity of Australia's first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies).
5	History	The impact of a significant development or event on a colony for example, drought.
7	History	The nature of the sources for ancient Australia and what they reveal about Australia's past in the ancient period, such as the use of resources.
10	History	The growth and influence of the environment movement within Australia and overseas, and developments in ideas about the environment.
10	History	Concern for the environment and sustainability.

Theme 2: Peopling Victoria's places and landscapes

This theme examines Victoria's people and landscapes. It considers the Aboriginal people who have occupied Victoria over many thousands of years, and their encounters with later arrivals and the migration of peoples in successive waves.



Theme 2: Peopling Victoria's places and landscapes

Teachers and students might consider the following questions to frame or construct their inquiry:

Asking questions about the theme

- How did Aboriginal people live in the area now called Victoria?
- What factors have prompted people to migrate to Victoria and within Victoria?
- How did people get to, and move throughout, Victoria?
- Why have people chosen particular places in which to settle?
- What motivated public and private settlement schemes? How effective were they?
- What impacts have immigrants, both individuals and groups, had on the places and landscapes of Victoria?
- How have people maintained their traditional cultures within the dominant society?
- How does the theme link with other themes in Victoria's history?

Theme 2: Peopling Victoria's places and landscapes

Answering the questions

Teachers may choose to teach the principles of this theme (examination of Victoria's people and landscapes) by using the questions and focusing on one or more of the sub-themes presented.

Sub-Themes for the theme of Peopling Victoria's places and environment are:

1. Living as Victoria's original inhabitants
2. Exploring, surveying, mapping
3. Adapting to diverse environments
4. Arriving in a new land
5. Migrating and making a home
6. Maintaining distinctive cultures
7. Promoting settlement
8. Fighting for identity

Example Case Study – Mapping Victoria

In 1837, Robert Hoddle began the process of planning out the city of Melbourne in blocks of streets, which is now known as 'Hoddle's Grid'. So caught up was he in a grand plan for a continuously expanding city, that Hoddle ignored the already-standing structures such as people's houses and the fact that the areas he had marked out as streets often flooded!

Curriculum Links: Peopling Victoria's places and landscapes

Victorian Curriculum: VELS

VELS Level	Domain	Learning Focus / Standard
1	Humanities	Students begin to learn about the cultures and histories that have contributed to Australian society .
2	Humanities	By observing the characteristics of different places, and prompted by questions, students think about environmental differences, locally and in other parts of Australia and the world, and why these differences exist.
2	Humanities	They begin to grasp the role and importance of the various cultural groups that make up the Australian community, including Aboriginal and Torres Strait Islander communities.
3	Humanities	They examine the histories of the cultural groups represented in their classroom, community and nation.
4	History	Students develop an understanding of the histories of the cultural groups which have contributed to the Australian identity. This could include some history of source countries for Australian immigration.

Curriculum Links: Peopling Victoria's places and landscapes

Australian Curriculum: History (from 2013 in Victoria)

Year Level	Discipline	Historical knowledge and understanding
3	History	The role that people of diverse backgrounds have played in the development and character of the local community.
4	History	The diversity and longevity of Australia's first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place.
4	History	Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival.
5	History	The reasons people migrated to Australia from Europe and Asia , and the experiences and contributions of a particular migrant group within a colony.
6	History	Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated.
7	History	The nature of the sources for ancient Australia and what they reveal about Australia's past in the ancient period.
9	History	The nature and extent of the movement of peoples in the period.
9	History	The experiences of slaves, convicts and free settlers upon departure, their journey abroad, and their reactions on arrival.
9	History	Changes in the way of life of a group(s) of people who moved to Australia in this period.
9	History	The experiences of non-Europeans in Australia prior to the 1900s.
10	History	The contribution of migration to Australia's changing identity as a nation and to its international relationships.

Theme 3: Connecting Victorians by transport and communications

This theme examines the development of transport and communication in Victoria. It considers matters such as the role Indigenous tracks played in the early years of European settlement of the area, the influence transportation and communication routes had upon shaping patterns of settlement and how technological development in transport and communications has had an impact on Victoria today.



Theme 3: Connecting Victorians by transport and communications

Teachers and students might consider the following questions to frame or construct their inquiry:

Asking questions about the theme

- How did environmental factors influence routes chosen?
- What was the impetus for establishing travel routes? Why were particular routes chosen over others?
- Which tracks have developed into major routes? What was the process?
- What were the social or economic outcomes of establishing pathways?
- How is the change from horse-drawn to motor transport shown in the landscape?
- How was the transition from colonial to Commonwealth communication services shown?
- How was the work associated with travel and communications allocated – between social and ethnic groups, between sexes?
- How did the workers organise themselves to improve conditions, wages? What outcomes were achieved?
- What technology was used, adapted or invented?
- How does the theme link with other themes in Victoria's history?

Theme 3: Connecting Victorians by transport and communications

Answering the questions

Teachers may choose to teach the principles of this theme (examination of transport and communication) by using the questions and focusing on one or more of the sub -themes presented.

Sub-Themes for the theme of connecting Victoria by transport and communications are:

1. Establishing pathways
2. Linking Victorians by water
3. Linking Victorians by rail
4. Linking Victorians by road in the 20th century
5. Travelling by tram
6. Linking Victorians by air
7. Establishing and maintaining communications

Example Case Study – Connecting Victoria by Railway

Indigenous Australians didn't travel by car, train, plane or tram. Canoeing down the Yarra River was a major source of travel, as was walking. The word 'Yarra' is thought to be an Indigenous word meaning 'ever flowing'. The Aboriginal name for the Yarra River is 'Birrarrung'. In 1837, Governor Bourke wrote of the Yarra that it "abounds in fine fish and the water is of very good quality". Today, the Yarra River is often referred to as 'the river that flows upside down'.

Curriculum Links: Connecting Victorians by transport and communications

Victorian Curriculum: VELs

VELs Level	Domain	Learning Focus / Standard
1	History	They begin to understand the geography of their local area.
2	History	They begin to make basic comparisons between 'then' and 'now' .
3	History	They learn about settlement patterns and communication networks.
4	History	Students develop an understanding of change and continuity over time through the history of the establishment and growth of Australia.
6	History	Students analyse events which contributed to Australia's social, political and cultural development. For example: the growth of the colonies.

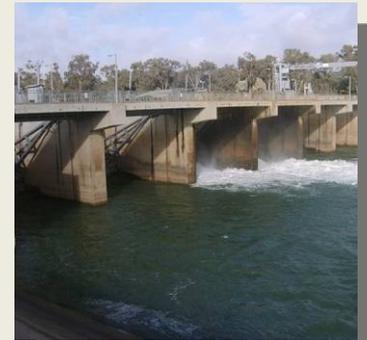
Curriculum Links: Connecting Victorians by transport and communications

Australian Curriculum: History (from 2013 in Victoria)

Year Level	Discipline	Historical knowledge and understanding
1	History	Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods, including family traditions, leisure time and communications.
2	History	The impact of changing technology on people's lives (at home and in the ways they worked, travelled, communicated, and played in the past).
3	History	ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory; for example, in relation to the areas of transport.
5	History	The impact of a significant development or event on a colony; for example, the advent of rail.
10	History	Developments in technology.

Theme 4: Transforming and managing land and natural resources

This theme explores how occupation and use of the land, and exploitation of its natural resources, have transformed Victoria and shaped its diverse cultural landscapes.



Theme 4: Transforming and managing land and natural resources

Teachers and students might consider the following questions to frame or construct their inquiry:

Asking questions about the theme

- How was the land occupied and used?
- What is the evidence of the succession of land uses in wider landscape?
- How were Aboriginal people dispossessed of their land and its resources?
- What were the living conditions associated with particular land uses?
- What measures were taken to make ‘strange’ or remote landscapes seem more like ‘home’?
- How was work allocated – between social and ethnic groups, between sexes, use of seasonal/itinerant labour?
- Is there evidence of this in stories about the place, or embodied in the landscape?
- How have different land uses over a long period affected natural features, landscape character and values?
- How does this theme link with other themes in Victoria’s history?

Theme 4: Transforming and managing land and natural resources

Answering the questions

Teachers may choose to teach the principles of this theme (examination of land and natural resources) by using the questions and focusing on one or more of the sub-themes presented.

Sub-Themes for the theme of connecting Victoria by transforming the land and natural resources are:

1. Living off the land
2. Living from the sea
3. Grazing and raising stock
4. Farming
5. Gold mining
6. Exploiting other mineral, forest and water resources
7. Transforming the land and waterways

Example Case Study – Discovery of Gold

Victoria became a major attraction for miners in 1851 with the discovery of gold in areas such as Bendigo and Ballarat. Today, the most commonly mined material is brown coal, a mineral found predominantly in the La Trobe Valley in Gippsland. Brown coal is used to produce energy, but is also exported to areas such as Asia.

Curriculum Links: Transforming and managing land and natural resources

Victorian Curriculum: VELS

VELS Level	Domain	Learning Focus / Standard
2	Humanities	They explore what their local area might have looked like before European settlement. Students are introduced to the concept of resources and their management, and begin to understand how resource use reflects community interdependence and economic sustainability.
3	Humanities	They learn about settlement patterns, major land uses. Students develop awareness and understanding of the effects of people's interactions with their environment and the ways in which these affect their lives.
4	History	Students demonstrate their knowledge and understanding of significant events in Australian history including the development of the wool industry, the 1850s gold rushes.
6	History	Students analyse events which contributed to Australia's social, political and cultural development. These events could include: the gold rushes.

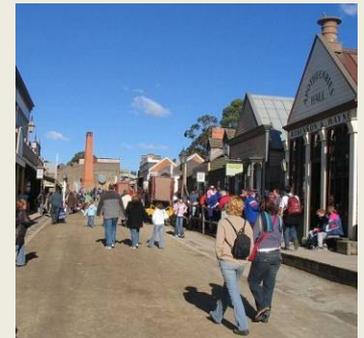
Curriculum Links: Transforming and managing land and natural resources

Australian Curriculum: History (from 2013 in Victoria)

Year Level	Discipline	Historical knowledge and understanding
5	History	The nature of a convict or colonial settlement in Australia, including (for example) how they changed the environment.
9	History	The short and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication. The extension of settlement.
10	History	The background to environmental awareness. The growth and influence of the environment movement.

Theme 5: Building Victoria's industry and workforce

This theme explores the way Victoria's industry and workforce has developed.



Theme 5: Building Victoria's industry and workforce

Teachers and students might consider the following questions to frame or construct their inquiry:

Asking questions about the theme

- What contribution has Victorian industry made to national, state and local economies?
- What has been the effect of industrial development on particular towns, suburbs and landscapes?
- How important were entrepreneurial and business skills? Technical innovations?
- How was work allocated – between social and ethnic groups, between sexes?
- How did workers organise to improve conditions? What about those outside such organisations?
- What were the living conditions like? Was accommodation provided?
- How does this theme link with the other themes in Victoria's history?

Theme 5: Building Victoria's industry and workforce

Answering the questions

Teachers may choose to teach the principles of this theme (Building Victoria's industry and workforce) by using the questions and focusing on one or more of the sub-themes presented.

Sub-Themes for the theme of Building Victoria's industry and workforce are:

1. Processing raw materials
2. Developing a manufacturing capacity
3. Markets and retailing
4. Exhibiting Victoria's innovation and products
5. Banking and finance
6. Entertaining and socialising
7. Catering for tourists
8. Working

Example Case Study – Tourism in Victoria

The tourism industry is a booming one in Victoria as there are so many things for interstate and overseas visitors to see and do. Encouraging people to visit Victoria is good for the local economy, particularly in small towns. The variety of sites to see include galleries, parks, forests, shops, beaches, rivers, landmarks and festivals.

Curriculum Links: Building Victoria's industry and workforce

Victorian Curriculum: VELS

VELS Level	Domain	Learning Focus / Standard
3	Humanities	They examine stories, artefacts and other evidence from the past and present to learn about Australian society.
4	History	Students demonstrate their knowledge and understanding of significant events in Australian history such as the development of the wool industry.
6	History	The development of trade unions.

Curriculum Links: Building Victoria's industry and workforce

Australian Curriculum: History (from 2013 in Victoria)

Year Level	Discipline	Historical knowledge and understanding
3	History	ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory; for example, in relation to work.
5	History	The impact of a significant development or event on a colony. Reasons for the establishment of a colony.
6	History	The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society.
9	History	The technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain (the agricultural revolution, access to raw materials, wealthy middle class, cheap labour, transport system, and expanding <u>empire</u>) and of Australia.

Theme 6: Building towns, cities and the garden state

This theme covers the development of gold rush cities and agricultural service centres, as well as the emergence of Melbourne as a world leader in suburban development and the expression of this in the range and variety of Melbourne's suburbs. Victoria's areas of ethnic and cultural diversity, and the distinctive heritage of our country towns, are also important under this theme.



Theme 6: Building towns, cities and the garden state

Teachers and students might consider the following questions to frame or construct their inquiry:

Asking questions about the theme

- What were the motivations for establishing towns and suburbs?
- How were they affected by changing circumstances?
- What influenced the spatial layout of the town/suburb – location of industry, residence areas etc.?
- What does the housing show about the local topography, climate, social status, and cultural background of the residents?
- What were the social implications of different forms of housing?
- How have segregation and exclusion been expressed in housing and suburbs?
- How is the history of a city/town/suburb reflected in its architecture, materials and landscapes?
- How is public open space used by various groups?
- How does this theme link with the other themes in Victoria's history?

Theme 6: Building towns, cities and the garden state

Answering the questions

Teachers may choose to teach the principles of this theme (Building towns, cities and the garden state) by using the questions and focusing on one or more of the sub-themes presented.

Sub-Themes for the theme of building towns, cities and the garden state are:

1. Establishing Melbourne Town, Port Phillip District
2. Creating Melbourne
3. Shaping the suburbs
4. Making regional centres
5. Living in country towns
6. Marking significant phases in development of Victoria's settlements, towns and cities
7. Making homes for Victorians
8. Living on the fringes

Example Case Study – Victoria: The Garden State

Victoria has many notable gardens and was once known as 'The Garden State', a slogan which was printed on car number plates. One of the most beautiful public gardens is the Royal Botanic Gardens in Melbourne which was designed by Ferdinand Von Muller, a German immigrant. He was responsible for introducing a many new species of plants to Victoria, but also sent specimens of the Eucalyptus tree known as 'Blue Gum' all over the world.

Curriculum Links: Building towns, cities and the garden state

Victorian Curriculum: VELs

Year Level	Discipline	Learning Focus / Standards
2	Humanities	<p>Students develop their understanding of the concepts of time - chronology and sequencing, and change and continuity - through a study of changes in the local community over time.</p> <p>They begin to make basic comparisons between 'then' and 'now'.</p>
3	Humanities	<p>They examine stories, artefacts and other evidence from the past and present to learn about Australian society and its origins.</p> <p>Students investigate the human and physical characteristics of their local area and other parts of Victoria and consider features of their local community that have changed over time.</p>
4	History	<p>They learn about the significance of key events.</p>
6	History	<p>Students investigate how Australia developed in terms of social, political and cultural structures and traditions.</p>

Curriculum Links: Building towns, cities and the garden state

Australian Curriculum: History (from 2013 in Victoria)

Year Level	Discipline	Learning Focus / Standards
1	History	Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods.
2	History	The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past .
3	History	ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory.
9	History	The extension of settlement.

Theme 7: Governing Victorians

This theme covers the phases of government in Victoria's history, as well as the varied heritage associated with defence, law and order and local government. It features the role Victoria played as a centre for reform campaigns, including reform of Aboriginal policies in the 20th century.



Theme 7: Governing Victorians

Teachers and students might consider the following questions to frame or construct their inquiry:

Asking questions about the theme

- How did the state shape the lives of Victorian citizens?
- What evidence remains of different eras and circumstances?
- What has been the role of local government?
- What groups have been disadvantaged by or left out of the political process? Why?
- What efforts have been made to include them? How have they succeeded?
- What has been the impact of dissenting ideologies on Victoria?
- What do Victoria's political and administrative institutions tell us about the nature of society in Victoria?
- What has been the role of Victorians in Australia's Federal political process?
- How does this theme link to other themes in Victoria's history?

Theme 7: Governing Victorians

Answering the questions

Teachers may choose to teach the principles of this theme (Governing Victorians) by using the questions and focusing on one or more of the sub-themes presented.

Sub-Themes for the theme of Governing Victorians are:

1. Developing institutions of self-government and democracy
2. Struggling for political rights
3. Maintaining law and order
4. Defending Victoria and Australia
5. Protecting Victoria's heritage

Example Case Study – The Canine War

In the 1840s there was a problem with savage dogs in Melbourne which put the residents in danger of being attacked and injured. This led to the first 'Dog Act' in Melbourne. It has been claimed that this Act led to an understanding that police officers were allowed to kill unregistered dogs and were paid half a crown for every dog they killed. In order to prove that they had disposed of the dog, they were required to bring the tail to the Police Revenue Office. Due to the cash incentive Police allegedly began sneaking into yards and killing people's pet dogs in order to obtain a tail and consequently their payment!

Curriculum Links: Governing Victorians

Victorian Curriculum: VELS

Year Level	Discipline	Learning Focus / Standards
3	Humanities	They examine key commemorations and celebrations such as Labour Day.
4	History	They examine and show understanding of the moves to self-government, Federation.
6	History	Students analyse events which contributed to Australia's social, political and cultural development.

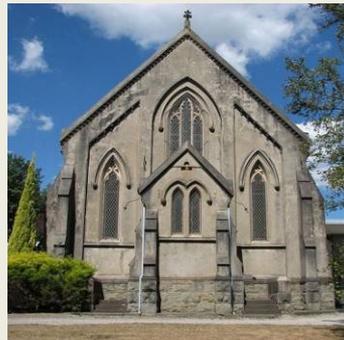
Curriculum Links: Governing Victorians

Australian Curriculum: History (from 2013 in Victoria)

Year Level	Discipline	Learning Focus / Standards
2	History	The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past.
3	History	Days and weeks celebrated or commemorated in Australia .
5	History	The role that a significant individual or group played in shaping a colony.
6	History	Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government. Experiences of Australian democracy and citizenship.
9	History	Key events and ideas in the development of Australian self-government and democracy.
10	History	Background to the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965.

Theme 8: Building community life

This theme highlights the role of churches, schools, hospitals and community halls in transferring old-world belief systems, ideals and institutions to the new colonial offshoot. This includes the range and influence of women's organisations, and Victoria's pioneering role in providing for women's secondary school education.



Theme 8: Building community life

Teachers and students might consider the following questions to frame or construct their inquiry:

Asking questions about the theme

- How much do we know about Aboriginal ceremonial life and sacred places in Victoria?
How do we know about these?
- What churches predominated in the town/suburb/community? Why?
- How do the schools in the town/suburb reflect the social/religious background, and aspirations of the community?
- How have community institutions expressed community values of the times? The needs of the times?
- How have gender roles been expressed in community life?
- How has the community contributed to the provision of welfare services?
- What has been the impact of increased government services on community life?
- How does this theme link with other themes?

Theme 8: Building community life

Answering the questions

Teachers may choose to teach the principles of this theme (Building community life) by using the questions and focusing on one or more of the sub-themes presented.

Sub-Themes for the theme of building community life are:

1. Maintaining spiritual life
2. Educating people
3. Providing health and welfare services
4. Forming community organisations
5. Preserving traditions and commemorating
6. Marking the phases of life

Example Case Study – Commemoration

Remembrance and memorials mark towns all over Victoria. The largest is the Shrine of Remembrance on St Kilda Rd in Melbourne. It was built in 1934 to commemorate all who fought in WW1, then known as 'The Great War'. There are many types of markers which surround the memorial to recognise the diversity of participation in WW1. There is even a trough-shaped cenotaph to recognise war horses. While the Shrine is architecturally impressive, there are many simpler monuments such as plaques and trees around Victoria which also tell the stories of lives lost in subsequent conflicts.

Curriculum Links : Building community life

Victorian Curriculum: VELs

Year Level	Discipline	Learning Focus / Standards
1	Humanities	Through reading and listening to narratives, including personal stories, and participating in celebrations students begin to learn about the cultures and histories that have contributed to Australian society.
2	Humanities	They develop their understanding of the concepts of time - chronology and sequencing, and change and continuity - through a study of changes in the local community. They begin to make basic comparisons between 'then' and 'now'.
3	Humanities	They examine key commemorations and celebrations such as Labour Day.
6	History	Students analyse significant events and movements which have resulted in improvements in civil and political rights for groups of Australians.

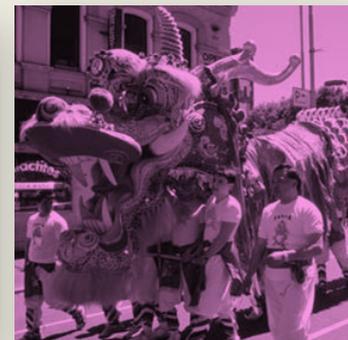
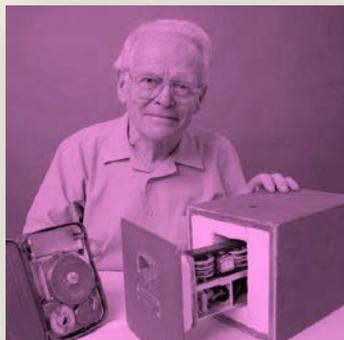
Curriculum Links: Building community life

Australian Curriculum: History (from 2013 in Victoria)

Year Level	Discipline	Learning Focus / Standards
Foundation	History	How they, their family and friends commemorate past events that are important to them.
1	History	<p>How the present, past and future are signified by <u>terms</u> indicating time such as 'a long time ago', 'then and now', 'now and then', 'old and new', 'tomorrow', as well as by dates and changes that may have personal <u>significance</u>, such as birthdays, celebrations and seasons.</p> <p>Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods, including family traditions, leisure time and communications.</p>
2	History	The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past.
3	History	Days and weeks celebrated or commemorated in Australia (including Australia Day, Harmony Week, ANZAC Day, NAIDOC week) and the importance of symbols and emblems.
5	History	The nature of a convict or colonial settlement in Australia.
6	History	The contribution of individuals and groups.
9	History	Living and working conditions in Australia around the turn of the twentieth century Legislation 1901-1914, including the Harvester Judgment, pensions, and the Immigration Restriction Act.
10	History	Developments in popular culture in post-war Australia and their impact on society.

Theme 9: Shaping cultural and creative life

This theme covers the rich legacy of places and strong interconnecting creative culture, supported locally, which is highly valued by the community as part of its history and identity. Victoria's cultural life in its many facets: sport, arts, popular culture and science.



Theme 9: Shaping cultural and creative life

Teachers and students might consider the following questions to frame or construct their inquiry:

Asking questions about the theme

- How have people enjoyed their leisure, developed leisure facilities?
- What does the establishment/development of local sporting clubs tell us about the town/suburban community?
- How does sport express local allegiance, social status or ethnicity?
- How have people contributed to Victoria's/Australia's elite sporting life?
- How/when does a local community event evolve into a major expression of the creativity of Victorians?
- What art forms have been expressed/developed in the local town/suburb? What has inspired and enabled the formation of a local arts community? Have any local artists made their name on the wider stage?
- What influential people have provided inspiration/financial support to the arts, or other intellectual pursuits? What has motivated them?
- What contribution has the particular art-form/popular culture made to Victoria's/Australia's identity?

Theme 9: Shaping cultural and creative life

Asking questions about the theme continued

- How have people contributed to Victoria's/Australia's elite and unique art and creative culture/popular culture?
- What has been the inspiration for innovation in science?
- How have people contributed to Victoria's/Australia's intellectual and scientific achievements?
- How do the themes overlap within this key theme? How do they link with other key themes?

Theme 9: Shaping cultural and creative life

Answering the questions

Teachers may choose to teach the principles of this theme (Shaping cultural and creative life) by using the questions and focusing on one or more of the sub themes presented.

Sub Themes for the theme of building community life are:

1. Participating in sport and recreation
2. Nurturing a vibrant arts scene
3. Achieving distinction in the arts
4. Creating popular culture
5. Advancing knowledge

Example Case Study – Commemoration

Dame Nellie Melba was born in Richmond, Victoria in 1861 and rose to fame as a popular opera singer. She was especially acclaimed for her roles in 'Faust', 'La Boheme' and Aida. After performing extensively in Europe, she built her home 'Coombe Cottage' near Lilydale. Many buildings and products are named after her including a singing conservatorium, a kindergarten and a desert called 'Peach Melba'.

Curriculum Links: Shaping cultural and creative life

Victorian Curriculum: VELs

Year Level	Discipline	Learning Focus / Standards
1	Humanities	Through reading and listening to narratives, including personal stories, and participating in celebrations students begin to learn about the cultures and histories that have contributed to Australian society and by seeing and hearing about other places outside their experience they begin to consider how and why other times and places are different from their own.
2	Humanities	They begin to make basic comparisons between 'then' and 'now'. By comparing the experiences and artefacts of their daily lives with those of their parents, grandparents and other community members, students reflect on how life at home and in the community has changed.
3	Humanities	They examine the histories of the cultural groups represented in their classroom, community and nation.
4	History	They compare aspects of different cultures and countries, in both the past and present, and ask questions about their own society.
6	History	They investigate the contribution of significant Australians. Students also learn about key events, ideologies and social and cultural movements that have shaped the contemporary world. Students investigate the impact of changes in technology, medicine and communication on their lives, and make links in their study of history to contemporary issues and the world today.

Curriculum Links: Shaping cultural and creative life

Australian Curriculum: History (from 2013 in Victoria)

Year Level	Discipline	Learning Focus / Standards
Foundation	History	How the stories of families and the past can be communicated, for example through photographs, artefacts, books, oral histories, digital media, and museums.
1	History	Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods, including family traditions, leisure time and communications.
2	History	The history of a significant person. The impact of changing technology on people's lives (at home and in the ways they worked, travelled, communicated, and played in the past) .
5	History	The role that a significant individual or group played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander peoples.
6	History	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, science, the arts, sport.
9	History	The experiences of men, women and children during the Industrial Revolution, and their changing way of life.
10	History	The nature of popular culture in Australia at the end of World War II, including music, film and sport Developments in popular culture in post-war Australia and their impact on society, including the introduction of television and rock 'n' roll. The changing nature of the music, film and television industry in Australia during the post-war period, including the influence of overseas developments (such as Hollywood, Bollywood and the animation film industry in China and Japan). Australia's contribution to international popular culture (music, film, television, sport) and changing beliefs and values that have influenced the Australian way of life.

Using the Framework to plan your teaching and learning program

Education Activities/Lesson Starters

- The educational activities, [<link to resource>](#) developed by HTAV, demonstrate how diverse elements of Victoria's heritage can be used as a basis for teaching and learning programs for history.

Victoria's Framework of Historical Themes

Lesson starters and activities in response to the Heritage Framework



HERITAGE COUNCIL VICTORIA
HERITAGE COUNCIL VICTORIA

 Department of Planning and Community Development

 Victorian Aboriginal Heritage Council



Using the Framework to plan your teaching and learning program

Education Activities/Lesson Starters

Up to three case studies have been chosen for each theme. The case studies have been chosen for their points of interest, ability to engage students' interests and their connection to the theme.

Case Study 2
Connecting Victoria by Railway
One of the central figures who influenced the development of the Victorian Railway system was Commissioner Harold Clapp. He was employed in 1920 and moved on to the position of Aircraft Construction branch with the outbreak of war in 1939. A unique and fastidious man, he is alleged to have polished his shoes up to eight times a day. He was often heard repeating the phrase "The railway is ninety-five per cent men and five per cent iron."
Source: Victorian Railway Museum. "Staff" - <http://museum.vicrail.vic.gov.au/railways/theme.asp?theme=448&lv=1>, accessed 17/6/11.



Right: Harold Clapp
Source: Public Record Office Box Z55/13

Case Study 2
Material evidence of Victorian Industries
The Nylx Plastics clock is a familiar and helpful sight to motorists crossing the Yarra River. However, it also tells the story of a company who has been a key name in the Victorian plastics industry for over 60 years, producing garden and house wares, and industrial products. It was also the maker of the iconic Australian emblem, the Ekky.
Another key example is the neon Skipping Girl sign which was created by the Hycander company in 1936 to advertise their popular brand of vinegar.



Nylx Plastics Clock

Case Study 1
The Missing Parliamentary Mace
The Mace was stolen on the night of the 8th October 1891 from the speaker's chamber at Parliament House in Spring St. The key suspect was Thomas Jefferey, parliamentary handyman and electrician who was seen running away from the house with a long parcel wrapped in brown paper. There are many theories as to where the mace might have been hidden. The Victorian Police decided to offer a reward for whoever could identify the mace.



Current Parliamentary Mace

Case Study 1
The Missing Parliamentary Mace
The Mace was stolen on the night of the 8th October 1891 from the speaker's chamber at Parliament House in Spring St. The key suspect was Thomas Jefferey, parliamentary handyman and electrician who was seen running away from the house with a long parcel wrapped in brown paper. There are many theories as to where the mace might have been hidden. The Victorian Police decided to offer a reward for whoever could identify the mace.



Hycander Vinegar Skipping Girl Sign

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Puffing Billy in 1862

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Parliamentary Mace
Andrew & Swain,
Encyclopaedia of
Cambridge University

Using the Framework to plan your teaching and learning program

Education Activities/Lesson Starters

Teachers may use the case studies as a stimulus for discussion, using the relevant questions that relate to each theme. The activities that have been created relate to the particular case studies and themes that they represent.

Case Study 2

Dame Nellie Melba was born in Richmond, Victoria in 1861 and rose to fame as a famous opera singer. She was especially acclaimed for her roles in 'Faust', 'La Boheme' and Aida. After performing extensively in Europe, she built her home 'Coombe Cottage' near Lilydale. Many buildings and products are named after her including a singing conservatorium, a kindergarten and a desert called 'Peach Melba'.



Dame Nellie Melba



Kylie Minogue

Upper Primary

1. Choose one of the inventions listed above and write a research report about it using the following headings:

What do we know about the inventor/s?

Why was it invented?

What other things were happening in Victoria at the time it was invented?

How has this invention contributed to the lives of Victorians?

Make sure to write a bibliography for your report which includes the books and websites you have used.

2. You can listen to a recording of Dame Nellie Melba at the online Nellie Melba museum <http://www.cv.vic.gov.au/stories/dame-nellie-melba/>. Now listen to a song by Kylie Minogue. Have a class discussion on the two styles. How have female music stars and their music changed over the past 100 years changed?

3. Create an entry for a guide book to the festivals of Victoria. Choose one of the festivals listed above or one of your own. Attend the festival and write a 200 word review of your experience. What sorts of things were there to see and do? Make sure to include at least two images.

Using the Framework to plan your teaching and learning program

Using the Framework to help plan an inquiry

Use the themes, sub-themes and key questions to help shape an inquiry.

Once completed, the teacher has a vast array of inquiry questions that have been created by the use of the Framework.

Approaches

Year level	Knowledge and understanding to be addressed in unit	Framing questions (choose one)	Themes that relate to this topic	Subthemes that are relevant

Using the Framework to plan your teaching and learning program

Example

Year level	Knowledge and understanding to be addressed in unit	Themes that relate to this topic	Sub-Themes that are relevant	Framing questions for inquiry
2	The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial	Shaping Victoria's Environment	Creation stories and defining country	How has the environment influenced human life and cultures?
		Peopling Victoria's places and landscapes	Maintaining distinctive cultures	What impacts have immigrants, both individuals and groups, had on the places and landscapes of Victoria? How have people maintained their traditional cultures within the dominant society?
		Building towns, cities and the garden state	Creating Melbourne (for example)	How is the history of a city/town/suburb reflected in its architecture, materials and landscapes?
		Building community life	Educating people Forming community organisations Providing health services Preserving traditions and commemorating Marking the phases of life	How much do we know about Aboriginal ceremonial life and sacred places in Victoria? How do we know about these? What churches predominated in the town/suburb/community? Why? How do the schools in the town/suburb reflect the social/religious background, and aspirations of the community? How have community institutions expressed community values of the times? The needs of the times? How have gender roles been expressed in community life? How has the community contributed to the provision of welfare services? What has been the impact of increased government services on community life?

Useful Resources

Heritage Council of Victoria

<http://www.heritagecouncil.vic.gov.au>

Australian Heritage Council

<http://www.environment.gov.au/heritage/>

Aboriginal Cultural Heritage

<http://www.dpcd.vic.gov.au/indigenous/aboriginal-cultural-heritage>

History Teachers Association of Vic

<http://www.htav.asn.au>



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Teacher's Guide and Learning Resources created in partnership with the History Teachers' Association of Victoria.