

# Why they came



**SmartSteps**<sup>®</sup>  
FOR PRIMARY SCHOOLS

## AusVELS: Level 6

**A diverse and connected world** – Geography concepts: Place, Change

**Historical Knowledge and Understanding** – Australia as a nation (ACHHK115)

**Historical Skills** – Chronology, terms and concepts (ACHHS117)  
– Historical questions and research (ACHHS119)



### Key learning outcomes

Students will be able to:

- identify reasons why people have come to Australia to live
- develop a set of questions to ask people who have migrated to Australia
- develop a timeline of major times of unrest in the world and link it to migration rates



### Suggested time

**Before we go:** 60 minutes

**Walk:** 60 minutes

**When we get back:** 90 minutes



## Lesson

### Before we go

- Explain to students that Australia is a multicultural country and people have migrated here for many different reasons.
  - Students list reasons they think people have migrated to Australia over time (e.g. political, economic, social).
  - Encourage students to think about their own family, or a family they may know, and the reasons they originally came to Australia.
  - In groups, students list evidence of migration that can be seen in the local area.
  - Explain to students that they will be going for a walk to a local shopping precinct to investigate evidence of migration. As part of the activity, students will meet a person that has migrated to Australia and have the opportunity to ask them questions about their experience.
  - **Teacher note:** Identify business people or residents of the local area that have migrated to Australia and are willing to be interviewed by students about their reasons for coming to Australia.
- Interviews can be done at the person's place of business while on the walk; alternatively, invite the person to speak in the classroom.
- In groups, students prepare a list of questions to ask people about their reasons for coming to Australia. Groups share questions with the class and agree on a class set of key questions.
  - Prepare and print question sheets for students to use for the interview and to record answers.

### Out and about

- As they walk, and at the shopping precinct, students note evidence of migration they observe (e.g. signs advertising goods or services in different languages, different ethnic restaurants, shops selling different types of clothing, furniture or cooking utensils).
- In groups, students interview the identified people about their reasons for coming to Australia, and record their answers. **Teacher note:** Identify for students ways to be respectful to interviewees, especially those that some may have experienced trauma.

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## When we get back

- Create a class list of evidence of migration that students observed while on the walk.
- Groups review and discuss the answers to their interview questions and write a profile of each person they interviewed, including where they came from, the reason for their migration and when they arrived.
- Using the internet, students research times when levels of migration to Australia were high and the reasons why. As a class, create a timeline showing significant times of migration in Australian history. Groups present their profiles to the class and place them on the timeline against the major events.
- Discuss the links between the interviewees' arrivals and the major events on the timeline, and the influence of migration on lives in the local area.

## Resources

- local business person or resident that has migrated to Australia – invite them to be interviewed by students, either at their place of business or at the school
- interview questions and answer sheet

## Useful links

Immigration Museum  
[www.museumvictoria.com.au/immigrationmuseum/](http://www.museumvictoria.com.au/immigrationmuseum/)

Multicultural perspectives (teacher resource)  
[www.multiculturalaustralia.edu.au/lessons/viewLesson/Shaping-Multicultural-Australia.106](http://www.multiculturalaustralia.edu.au/lessons/viewLesson/Shaping-Multicultural-Australia.106)

## Suggested assessment

Assess student's ability to:

- identify the reasons people have migrated to Australia
- develop key questions about migration of people in their local area
- develop a timeline of migration in Australia

## Further connections

Students and their families could:

- look for evidence of migration during a walk together, comparing what they see with observations from the school walk
- collect photographic evidence of observations to share with the class
- complete a [Smart Steps: for Families – Activity Sheet](#) at home

## AusVELS Level 6

Strand	Sub-strand	Elaboration
Geography	<b>Geographic knowledge and understanding</b> The various connections Australia has with other countries and how these connections change people and places (ACHGK035)	<ul style="list-style-type: none"> <li>• researching connections between Australia and countries in the Asia region, for example, in terms of trade, migration, tourism, aid, education, defence or cultural influences; and explaining the effects of at least one of these connections on their own place and another place in Australia.</li> </ul>
	<b>Geography inquiry and skills</b> Evaluate sources for their usefulness and collect relevant geographical data and information, using ethical protocols, from primary and secondary sources, for example, fieldwork, maps, plans, photographs, satellite images, statistical sources and reports (ACHGS041)	<ul style="list-style-type: none"> <li>• interviewing people, for example, on their knowledge and opinions of other places</li> </ul>
	Record and represent data in different forms, for example, maps, plans, graphs, tables, sketches and diagrams (ACHGS042)	<ul style="list-style-type: none"> <li>• developing a table to show the similarities and differences in official languages and religions across a number of countries.</li> </ul>
Historical Knowledge and Understanding	<b>Australia as a nation</b> Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war (ACHHK115)	<ul style="list-style-type: none"> <li>• comparing push and pull factors that have contributed to people migrating to Australia (for example economic migrants and political refugees)</li> <li>• exploring individual narratives using primary sources (for example letters, documents and historical objects); interviewing and recording an oral history; dramatising the journey and circumstances of arrival based on the sources</li> </ul>
Historical Skills	<b>Chronology, terms and concepts</b> Sequence historical people and events. (ACHHS117)	<ul style="list-style-type: none"> <li>• identifying and developing a timeline of world unrest that contributed to migration in the 1900s (for example the World Wars, the Vietnam War, the war in the former Yugoslavia, the Tiananmen Square massacre, the war in Sudan)</li> </ul>
	Identify questions to inform an historical inquiry (ACHHS119)	<ul style="list-style-type: none"> <li>• developing key questions about immigration such as: 'What were the main reasons people migrated to Australia?' 'Who migrated?' 'Where did they come from?' 'What impact have they had on the character of Australian society?'</li> </ul>