

	<b>CURRICULUM LINKS</b>	<b>THEMES</b>
<b>GENERAL CAPABILITIES</b>	Literacy <ul style="list-style-type: none"> <li>❖ Critical and creative thinking</li> <li>❖ Personal and social capability</li> <li>❖ Ethical understanding</li> <li>❖ Intercultural understanding</li> </ul>	<ul style="list-style-type: none"> <li>❖ unique and innovative approach to living history</li> <li>❖ brings relevant discussion to a contemporary reading of the book</li> <li>❖ universal appeal of lived experiences of others</li> <li>❖ age 9-12, so Upper Primary</li> </ul>
<b>HUMANITIES AND SOCIAL SCIENCE (HASS)</b>	Knowledge and Understanding <ul style="list-style-type: none"> <li>• History</li> </ul> Humanities and Social Sciences Skills <ul style="list-style-type: none"> <li>• Questioning and Researching</li> <li>• Analysing</li> <li>• Evaluating</li> <li>• Communicating and Reflecting</li> </ul>	<ul style="list-style-type: none"> <li>❖ introduction to WW2</li> <li>❖ democracy, loss of freedom, persecution</li> <li>❖ civics, citizenship</li>   <li>❖ passport, visa, identity &amp; travel documents</li> <li>❖ Kindertransport – reflects today’s refugee experience</li> <li>❖ transport and pastimes in 1930s</li> <li>❖ map of Dorrith’s journey</li> <li>❖ multiculturalism and diversity</li> <li>❖ refugees, migrants, displaced people, many are children</li> </ul>
<b>ENGLISH</b>	Language <ul style="list-style-type: none"> <li>• Language for Interaction</li> </ul> Literature <ul style="list-style-type: none"> <li>• Literature and Context</li> <li>• Responding to Literature</li> <li>• Examining Literature</li> <li>• Creating Literature</li> </ul> Literacy <ul style="list-style-type: none"> <li>• Text in Context</li> <li>• Interacting with Others</li> </ul>	<ul style="list-style-type: none"> <li>❖ English</li> <li>❖ reading and viewing picture books</li> <li>❖ simple story can be read and interpreted at different levels</li> <li>❖ autobiography</li> <li>❖ narrative structure, point of view, open ended conclusion</li> <li>❖ speech bubbles, create own words on a page, etc</li> <li>❖ literary devices - symbol, metaphor, motif, foreshadowing</li>   <li>❖ Intensive English (ESL, LOTE) and CALD</li> <li>❖ springboard to tell their own story</li> <li>❖ illustrate their own experience</li> </ul>

**THE ARTS**

Making

- Ideas
- Skills
- Production

Responding

- ❖ style of illustrations, colour, perspective
- ❖ representations
- ❖ pockets as symbols
- ❖ drawing, painting on calico pockets
- ❖ using implements: brushes, poster/acrylic paint, sponges
- ❖ reflecting and explaining – artist’s statement

**LANGUAGES**

Role of Language and Culture

- ❖ reading and related activities; CALD; LOTE opportunities

**SOCIAL AND EMOTIONAL DEVELOPMENT**

- ❖ exclusions – based on religion, nationality, heritage, race, gender and other prejudices and discrimination
- ❖ bullying and playground exclusions
- ❖ inspire upstanders not bystanders
- ❖ inclusion – resilience of refugees and migrants; thrive in new environments
- ❖ rescue, kindness of strangers, resettlement, hope and optimism for the future
- ❖ promotes empathy, kindness, compassion, respect and acceptance; sense of belonging