

Melbourne Story Curriculum Links

Victorian Essential Learning Standards (VELS)

The table below shows the links between the *Melbourne Story* exhibition and the strands and domains of the Victorian Essential Learning Standards (VELS) for Levels 3 - 6.

Levels 3-4

Strand	Domain	Dimensions	Exhibition activities and resources
Physical, personal & social learning	<i>Interpersonal development</i>	Building social relationships Working in teams	Students are able to develop and demonstrate their ability to: <ul style="list-style-type: none"> interact respectfully with their peers, other students, and adults in a non-school environment. work effectively in teams to complete tasks within a set timeframe.
	<i>Personal Learning</i>	The individual learner Managing personal learning	Students have an opportunity to: <ul style="list-style-type: none"> demonstrate a positive attitude to learning outside the classroom. practise effective time management by completing short tasks based on the exhibition.
	<i>Civics and Citizenship</i>	Civic knowledge and understanding Community engagement	Students can access abundant stimulus materials on: <ul style="list-style-type: none"> the development of Australian society. different cultural groups, including Indigenous communities, in the Australian community and their contributions to Australia's way of life. key events in the nation's development including Federation.
Discipline-based learning	<i>The Humanities History</i>	Historical knowledge & understanding Historical reasoning & interpretation	Students have an opportunity to: <ul style="list-style-type: none"> Deepen their understanding of concepts of time, continuity and change. Examine a range of historical evidence, including oral history, artefacts, narratives and pictures, to engage with historical events and characters. Explore the significance of key events, such as European settlement, the gold rushes, Federation and World War I.
	<i>Geography</i>	Geographical knowledge and understanding Geospatial skills	<ul style="list-style-type: none"> Students use geographic language to identify and describe the human and physical characteristics of the local and global environments depicted by different kinds of maps, diagrams, photographs and satellites. Students use atlases, street directories and town plan maps to accurately describe the distance, direction and location of spaces. They identify features from maps, satellite images and oblique photographs.

	<i>Economics</i>	Economic knowledge and understanding Economic reasoning and interpretation	<ul style="list-style-type: none"> • They draw sketch maps of their neighbourhood using simple mapping conventions such as title, scale, north point and legend. • Students explain the role of work in society and distinguish between paid and unpaid work. They compare different types of work and enterprise in the local community. • Students use the inquiry process to plan economics investigations about economic issues in the home, school or local community and form conclusions supported by evidence.
Inter-disciplinary learning	<i>Communication</i>	Listening, viewing and responding	<p>Students have an opportunity to:</p> <ul style="list-style-type: none"> • explore a range of aural, written and visual communication in the context of the exhibition, identifying messages, developing interpretations, and providing evidence to support them.
	<i>Thinking Processes</i>	Reasoning, process & inquiry Creativity Reflection, evaluation & metacognition	<p>Students have an opportunity to:</p> <ul style="list-style-type: none"> • develop skills in collecting and organising ideas from a range of sources to construct knowledge. • question the validity of sources, communicate and record their questions, responses and thoughts, and give reasons for conclusions. • make observations and pose questions about people and events within and beyond their own experience, and develop a growing awareness of the world's complexity. • apply thinking strategies to organise information and ideas, solve problems, and provide reasons for their conclusions.

Levels 5-6

Strand	Domain	Dimensions	Exhibition activities and resources
Physical, personal and social learning	<i>Interpersonal Development</i>	Building social relationships Working in teams	<p>Students are able to develop and demonstrate their ability to:</p> <ul style="list-style-type: none"> • identify differing values and beliefs in the context of growth and change in Melbourne. • work responsibly as a team member in sharing information and exploring ideas in a public space.
	<i>Personal Learning</i>	The individual learner Managing personal learning	<p>Students have an opportunity to:</p> <ul style="list-style-type: none"> • take responsibility for contributing to a positive learning experience in a non-school site, by understanding and displaying acceptable behaviours. • allocate appropriate time and identify and utilise appropriate resources to complete tasks within set timeframes.
	<i>Civics and Citizenship</i>	Civic knowledge and understanding Community engagement	<p>Students can access abundant stimulus materials on:</p> <ul style="list-style-type: none"> • the development of Australian democracy from Federation. • the development of Australian law, governance and rights - the Eureka movement, the eight-hour day, and early struggles for Indigenous rights and the vote for women. • the origins and development of Australia's multicultural society.

Discipline-based learning	<i>The Humanities – History</i>	Historical knowledge and understanding Historical reasoning and interpretation	Students have an opportunity to: <ul style="list-style-type: none"> reflect on concepts such as change and continuity, and cause and effect, in diverse stories of the growth of the city. engage with both primary and secondary sources of historical evidence from various significant periods including the gold rushes, the development of trade unions, events leading to Federation, World War I, World War II, and post-WW II immigration. consider the impact of European colonisation on Aboriginal communities.
	<i>- Geography</i>	Geographical knowledge and understanding Geospatial skills	Students have an opportunity to: <ul style="list-style-type: none"> identify patterns and processes in natural environments and human activities to understand increasingly complex interactions of physical and human phenomena within Melbourne. practise a process of inquiry that asks questions about growth and change: What? Where? How? Why? Investigate environmental issues in the development of the city of Melbourne, analyse different perspectives and consider possible solutions to current and future challenges to enable sustainable use of resources. describe and explain spatial changes through time by comparing maps, photographs and other visual media. describe specific locations through reading and interpreting topographic and other large-scale maps within the exhibition.
	<i>-Economics</i>	Economic knowledge and understanding Economic reasoning and interpretation	Students have an opportunity to: <ul style="list-style-type: none"> identify and investigate issues related to resource allocation, ecological sustainability and economic activities in Melbourne and Victoria identify and investigate issues related to the changing nature and meaning of work throughout Melbourne's history. use skills of economic reasoning and interpretation to gain meaning from the exhibition.
Inter-disciplinary learning	<i>Communication</i>	Listening, viewing and responding	Students have an opportunity to: <ul style="list-style-type: none"> respond to a variety of aural, written and visual media and explore how effectively meaning has been communicated. Interpret objects and commentary on them for meaning, values and assumptions.
	<i>Thinking Processes</i>	Reasoning, process & inquiry Creativity Reflection, evaluation & metacognition	Students have an opportunity to: <ul style="list-style-type: none"> seek evidence to challenge or support their ideas and understandings. use reasoning and analysis to evaluate evidence and consider their own and others' points of view. examine a range of perspectives and perceptions of issues and events. make connections between existing and new knowledge to develop deeper understanding and insight.