

## 4-week Unit Planner & Pedagogy

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                              |                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|-------------------------|
| <b>Pre-service Teacher name:</b> William Bastian.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Highlight planning process:</b><br>Planned Independently. | <b>Date:</b> 27/10/2025 |
| <b>Year level/ age range:</b> Year 9 (14-15 years old).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                              |                         |
| <b>Unit title:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                              |                         |
| <p><b>Learning area:</b> <i>Humanities &amp; Social Sciences (History).</i></p> <p><b>Strand(s) and sub-strand(s) from the Australian Curriculum (AC):</b></p> <p><b>Strand:</b> History.<br/> <b>Sub-strand:</b> First World War (1914-1918).</p> <p><b>Australian Curriculum content description(s):</b></p> <ul style="list-style-type: none"> <li><b>AC9HH9K08</b> – Causes of WWI and reasons Australians enlisted.</li> <li><b>AC9HH9K09</b> – Places where Australians fought and their experiences.</li> <li><b>AC9HH9K10</b> – Significant events and turning points of the war.</li> <li><b>AC9HH9K11</b> – Effects of the war on Australian society.</li> <li><b>AC9HH9K12</b> – Commemoration and interpretations of the Anzac legend.</li> <li><b>AC9HH9S01–S08</b> – Develop inquiry questions, analyse sources, identify perspectives, evaluate evidence, and communicate arguments.</li> </ul> <p><b>Relevant parts of the achievement standard from the Australian Curriculum:</b></p> <p>By the end of Year 9, students explain the historical significance of the period of the early modern world up to 1918. They explain the causes and effects of events, developments, turning points or movements globally, in Australia and in relation to the First World War or in an Asian context. They describe the social, cultural, economic and/or political aspects related to the changes and continuities in a society or a historical period. Students explain the role of significant ideas, individuals, groups and institutions connected to the developments of this period and their influences on the historical events.</p> |                                                              |                         |

**General capabilities consideration:**

- **Literacy:** Interpreting sources, persuasive writing.
- **Critical and Creative Thinking:** Evaluating causes and perspectives.
- **ICT:** Using digital multimodal sources.
- **Intercultural Understanding:** Exploring global perspectives of WWI.
- **Ethical Understanding:** Examining moral choices in war.

**Learning intentions:**

Students will:

1. Explain and understand the main causes of World War I and why Australians enlisted.
2. Analyse the experiences of Australian soldiers on key battlefronts.
3. Evaluate the social and cultural impact of WWI on the home front.
4. Interpret how the Anzac legend has been remembered and commemorated over time.

**Success criteria for students by the end of the 4 lessons:**

By the end of the 4 lessons, students will be able to:

- Identify and explain key causes and effects of WWI (knowledge).
- Analyse and interpret historical sources for reliability and perspective (skills).
- Make connections between wartime experiences and their impact on Australian society (understanding).
- Communicate evidence-based interpretations of WWI and the Anzac legend (application).

| WEEK BEG.            | Key Focus                              | QTM Elements                                                                                                    | Key concepts to be taught                                                                                                                                                                                                                                     |
|----------------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 4/5<br>Lesson 1 | Causes of WWI & reasons for enlistment | <b>Intellectual Quality:</b> Deep understanding<br><b>QLE:</b> Engagement<br><b>Significance:</b> Connectedness | <ul style="list-style-type: none"> <li>• Students develop understanding for M.A.I.N concept.</li> <li>• Students conceptualise the causation and outbreak of WWI.</li> <li>• Students analyse historical sources to shape opinion and perspective.</li> </ul> |

|                              |                                                                                                                           |                                                                                                                                     |                                                                                                                                                                                                                                         |
|------------------------------|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                              | 15-minute lesson<br>(Based on 45-<br>minutes)                                                                             |                                                                                                                                     |                                                                                                                                                                                                                                         |
| <b>Week 6/7<br/>Lesson 2</b> | <b>Life on the Front –<br/>Gallipoli &amp; the<br/>Western Front</b><br><br>15-minute lesson<br>(Based on 45-<br>minutes) | <b>Intellectual Quality:</b> Higher<br>order thinking<br><b>QLE:</b> Social Support<br><b>Significance:</b> Background<br>Knowledge | <ul style="list-style-type: none"> <li>• Students develop an understanding trench warfare.</li> <li>• Students evaluate and discuss primary sources.</li> <li>• Students analyse and discuss Australian soldier experiences.</li> </ul> |
| <b>Week 8/9<br/>Lesson 3</b> | <b>The Home Front –<br/>Australian society<br/>during the war</b><br><br>15-minute lesson<br>(Based on 45-<br>minutes)    | <b>Intellectual<br/>Quality:</b> Substantive<br>Communication<br><b>QLE:</b> Student Direction<br><b>Significance:</b> Inclusivity  | <ul style="list-style-type: none"> <li>• Women’s roles</li> <li>• Censorship</li> <li>• Propaganda</li> <li>• Conscription debates</li> </ul>                                                                                           |
| <b>Week 10<br/>Lesson 4</b>  | <b>Remembering the<br/>War – The Anzac<br/>Legend</b><br><br>15-minute lesson<br>(Based on 45-<br>minutes)                | <b>Intellectual<br/>Quality:</b> Metalanguage<br><b>QLE:</b> High Expectations<br><b>Significance:</b> Connectedness                | <ul style="list-style-type: none"> <li>• Commemoration</li> <li>• Remembrance</li> <li>• National identity</li> <li>• Differing interpretations</li> </ul>                                                                              |

| <b>QTM<br/>elements/<br/>how they are<br/>implemented<br/>(this can be in<br/>the body of<br/>the lesson but<br/>highlighted)</b> | <b>Learning Experiences and Resources</b><br><b>Lesson running schedule:</b><br>What will I do?<br>What teaching strategies will I use? | <b>Learning Experiences and<br/>Resources</b><br><b>Lesson running schedule:</b><br>What will the students do?<br>What skills and strategies will be<br>used by the students? | <b>Time Frames</b><br>Teach 30<br>minutes of a 45<br>minute lesson<br>but plan 45mins | <b>Learning Intentions/Success<br/>criteria for the lesson</b> |
|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|----------------------------------------------------------------|
|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|----------------------------------------------------------------|

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Lesson 1</b></p> | <p><b>Title:</b></p> <p>Causes of WWI &amp; Reasons for Enlistment</p> <p><b>Transition (2-min):</b></p> <ul style="list-style-type: none"> <li>Play a short WWI marching song (e.g., “It’s a Long Way to Tipperary”) as students join the class.</li> <li>Welcome students and briefly introduce the new topic: <i>“The Great War – Australia’s Experience.”</i></li> <li>Use questioning to connect to prior knowledge (“What do you already know about WWI?”).</li> </ul> <p><b>Strategy:</b> Engagement &amp; retrieval activation (QLM: Engagement)</p> <p><b>Introduction (5-min):</b></p> <ul style="list-style-type: none"> <li>Display an image of a WWI recruitment poster (“Your Country Needs You”).</li> <li>Ask: “Why do you think people might have joined the war back then?”</li> <li>Collect responses on Padlet or interactive whiteboard.</li> </ul> <p><b>Strategy:</b> Visual stimulus and prediction to promote curiosity and personal connection.<br/><b>QTM:</b> Significance – Connectedness; Intellectual Quality – Deep Understanding</p> | <p><b>What will students do?</b></p> <ul style="list-style-type: none"> <li><b>Engage</b> in inquiry-based and collaborative learning tasks to explore the causes of WWI and reasons for Australian enlistment.</li> <li><b>Analyse</b> primary sources using historical thinking strategies.</li> <li><b>Apply</b> empathy and creativity through a diary entry task to consolidate understanding.</li> <li><b>Reflect</b> on learning and identify key takeaways about Australia’s role in WWI.</li> </ul> <p><b>Skills and strategies:</b></p> <p>Students will apply <b>historical thinking skills</b> by identifying causes and effects, analysing primary sources for perspective and bias, and connecting evidence to broader historical concepts. They will use <b>collaborative discussion</b> to negotiate ideas and build understanding, and <b>empathetic writing</b> through a creative diary entry to demonstrate perspective-taking. Throughout the lesson, students practise <b>critical</b></p> | <p>2 min – <b>Transition/hook</b></p> <p>5 min – <b>Introduction</b></p> <p>15 min – <b>Development (Part 1)</b></p> <p>10 min – <b>Development (Part 2)</b></p> <p>10 min – <b>Consolidate practice.</b></p> <p>3 min – <b>Conclude, reflect, build.</b></p> | <p><b>Learning Intentions:</b></p> <ol style="list-style-type: none"> <li>Understand the <b>main causes</b> of World War I and how they were connected (Militarism, Alliances, Imperialism, Nationalism).</li> <li>Explain <b>why Australians enlisted</b> to fight in the war, considering social, political, and emotional motivations.</li> <li>Analyse <b>primary sources</b> such as posters or diary excerpts to identify perspectives and messages.</li> <li>Express understanding through a <b>creative written response</b> that shows historical empathy and connection.</li> </ol> <p><b>Success Criteria:</b></p> <ol style="list-style-type: none"> <li>Accurately <b>describe and explain</b> the MAIN causes of World War I.</li> </ol> |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p><b>Development:</b></p> <p>Part 1 (15-min) –</p> <ul style="list-style-type: none"> <li>• Provide a mini-lecture (supported by slides) introducing the <b>MAIN causes</b>:</li> <li>• Militarism</li> <li>• Alliances</li> <li>• Imperialism</li> <li>• Nationalism</li> <li>• Use an anchor chart or concept map to show interconnections between these causes.</li> <li>• Model a historical explanation aloud (“Because European powers built strong alliances, a conflict between two countries quickly became a global war.”).</li> </ul> <p><b>Strategy:</b> Direct instruction and modelling thinking aloud (explicit teaching).<br/> <b>QTM:</b> Intellectual Quality – Deep Understanding</p> <p>Part 2 (10-min) –</p> <ul style="list-style-type: none"> <li>• Display an authentic Australian recruitment poster or short excerpt from a soldier’s diary.</li> <li>• Use a <b>“See, Think, Wonder”</b> thinking routine:</li> <li>• <i>What do you see?</i></li> <li>• <i>What is a common theme you see?</i></li> <li>• <i>What does it make you wonder about why Australians enlisted?</i></li> </ul> | <p><b>thinking, communication, and self-reflection</b> to consolidate their understanding of Australia’s involvement in WWI.</p> |  | <ol style="list-style-type: none"> <li>2. <b>Identify and discuss</b> reasons Australians chose to enlist in 1914.</li> <li>3. <b>Analyse a historical source</b>, explaining its message and purpose.</li> <li>4. <b>Write a short diary entry</b> that uses facts and emotions to show an understanding of the experiences and motivations of Australians at the time.</li> <li>5. <b>Reflect on my learning</b> by sharing insights about how war affected individuals and national identity.</li> </ol> |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |  |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
|  | <ul style="list-style-type: none"><li>• Prompt students to identify perspective, emotion, and message.</li></ul> <p><b>Strategy:</b> Historical source analysis and visual literacy.</p> <p><b>QTM:</b> Intellectual Quality – Deep Understanding; Significance – Connectedness</p> <p><b>Consolidation and practice (10-min):</b></p> <ul style="list-style-type: none"><li>• Ask students to write a 3-sentence response:</li><li>• “Imagine you are a young Australian in 1914, deciding whether or not to enlist in the war. Based on what we’ve discussed today — the causes of the war and the reasons people joined — write a short diary entry that captures your feelings and motivations.”</li><li>• Emphasise that students should include historical understanding (facts about causes and context) and emotional insight (empathy and perspective).</li></ul> <p><b>Strategy:</b> Quick write for reflection and formative assessment.</p> <p><b>QTM:</b> Intellectual Quality – Higher-Order Thinking (synthesising learning)</p> <p><b>Conclusion- reflection (3-min):</b></p> |  |  |  |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |  |  |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
|  | <ul style="list-style-type: none"><li>• Facilitate a brief discussion comparing motivations then and now (e.g., peacekeeping, national pride).</li><li>• Summarise the key causes on board for notetaking.</li><li>• Preview next lesson: “Next time, we’ll explore what life was like for soldiers at the front.”</li></ul> <p><b>Strategy:</b> Socratic questioning and guided reflection.</p> <p><b>QTM:</b> Significance – Connectedness; QLE – Engagement</p> |  |  |  |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|