

<b>WE COME FROM FAR FAR AWAY (YEARS 5-8)</b>	
<b>Key Themes</b>	
Exploring themes of migration and displacement, resilience, human experience and connection to place, multidisciplinary theatre and use of simple technologies, representations of diversity in English, Drama, Music, History and Geography	
<b>Australian Curriculum: General capabilities and cross-curriculum priorities</b>	
<ul style="list-style-type: none"> <li>• Literacy</li> <li>• Critical and Creative Thinking</li> <li>• Intercultural Understanding</li> <li>• Personal and Social Capability</li> <li>• Ethical Understanding</li> <li>• Asia and Australia's Engagement with Asia</li> </ul>	
<b>NSW Curriculum: Outcomes for Stage 3- Stage 4</b>	
English	<ul style="list-style-type: none"> <li>• <b>Stage 3:</b> <b>EN3-7C</b> thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts <b>EN3-8D</b> identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts</li> <li>• <b>Stage 4:</b> <b>EN4-5C</b> thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts <b>EN4-8D</b> identifies, considers and appreciates cultural expression in texts</li> </ul>
Elective History	<ul style="list-style-type: none"> <li>• <b>Stage 4:</b> <b>HTE4-2</b> recognises the ways in which historical meanings can be constructed through a range of media <b>HTE4-3</b> sequences people and events or heritage features, within specific periods of time <b>HTE4-4</b> describes some of the main features of past societies or periods, including groups and personalities <b>HTE4-5</b> describes the key features of cultural groups, sites and/or family in our shared heritage</li> </ul>
Geography	<ul style="list-style-type: none"> <li>• <b>Stage 3:</b> <b>GE3-1</b> describes the diverse features and characteristics of places and environments <b>GE3-2</b> explains interactions and connections between people, places and environments</li> <li>• <b>Stage 4:</b> <b>GE4-1</b> locates and describes the diverse features and characteristics of a range of places and environments <b>GE4-3</b> explains how interactions and connections between people, places and environments result in change <b>GE4-4</b> examines perspectives of people and organisations on a range of geographical issues <b>GE4-6</b> explains differences in human wellbeing</li> </ul>
Drama	<ul style="list-style-type: none"> <li>• <b>Stage 3:</b> <b>DRAS3.4</b> Responds critically to a range of drama works and performance styles</li> <li>• <b>Stage 4:</b> <b>4.3.1</b> identifies and describes elements of drama, dramatic forms, performance styles, techniques and conventions in drama <b>4.3.2</b> recognises the function of drama and theatre in reflecting social and cultural aspects of human experience</li> </ul>

	<b>4.3.3</b> describes the contribution of individuals and groups in drama using relevant drama terminology.
Music	<ul style="list-style-type: none"><li>• <b>Stage 3:</b> <b>MUS3.4</b> Identifies the use of musical concepts and symbols in a range of musical styles.</li><li>• <b>Stage 4:</b> <b>4.11</b> demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform <b>4.12</b> demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences</li></ul>