

PHASE LEVEL - \_\_\_\_\_

CONTENT FROM THE KIMBERLEY FAITH STORY	SKILLS THAT COULD BE DEVELOPED
<p>- visiting significant sites/places in our communities and what it reveals about our place ( Faith story witness)</p> <p>Archived photos./slides.</p>	<p>Sequencing.</p> <p>Posing questions about the past - getting community members to talk, answer questions, the children have asked. Make connections.</p> <p>- Develop a narrative - 'story telling'</p> <p>re-acting</p>

PHASE LEVEL - 3 & 4

CONTENT FROM THE KIMBERLEY FAITH STORY	SKILLS THAT COULD BE DEVELOPED
<p>Significant dates in Kimberley diocese history. How did the community change over time?</p> <p>How did the war affect people in the Kimberley?</p> <p>What role did the different people who came here in the community?</p> <p>Special events - celebrating different cultures</p> <p>Different nationalities - how did the arrival impact the indigenous pop<sup>n</sup>?</p> <p><del>How</del></p>	<p>Sequence - timeline of significant events in the Kimberley.</p> <p>Identify diff. points of view. Incl expert groups.</p> <p>Compose questions to investigate.</p> <p>Deliver findings and information using a range of forms. eg PowerPoint</p>

PHASE LEVEL - 5-6

CONTENT FROM THE KIMBERLEY FAITH STORY	SKILLS THAT COULD BE DEVELOPED
<p><u>Key figures &amp; events that led to...</u></p> <ul style="list-style-type: none"> <li>• <u>Significant figures and role</u> - McNab - Bishop Gibney</li> <li>• <u>Stories of groups of people who migrated...</u> - Fr. N. Emo</li> <li>• <u>St. John of God, Pallottines missionaries</u> (History of Sisters in Ireland (Colonialization in UK) Experiences of Australian democracy...)</li> <li>• <u>Rights of Indigenous People at time</u></li> <li>• <u>The contribution of individuals &amp; groups...</u></li> <li>• <u>Kimberley Church icons &amp; how shaped Catholic church</u> - e.g. Pallottines.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Time line significant figures</u></li> <li>• <u>Key Questions</u> - Who? Where from? Why? How get there? When?</li> <li>• <u>Write</u> from perspective of significant figures? Why did they come?</li> <li>• <u>Presentation</u>: Chose how they will present work,</li> <li>• <u>Debate</u>: Diff perspectives             <ul style="list-style-type: none"> <li>— locals</li> <li>— pastoralist</li> <li>— missionary</li> </ul> </li> <li>• <u>Role Play</u> - Real experiences of environment</li> <li>• <u>Access website</u> to research point of news also - Paintings / stories / e.g. Jamdamma Elders, stories passed (Story of resistance) down about first contact Fitzroy Crossing, Derby</li> </ul> <p><u>KNOWLEDGE!</u></p> <ul style="list-style-type: none"> <li>• + / - impact of church presence             <ul style="list-style-type: none"> <li>— protection - safe place</li> <li>— Disconnection, imposition, loss of language, land, own beliefs.</li> </ul> </li> </ul>

Chronology terms + concept

Explanation + communication

Perspective + Interpretations

Analysis + Use Sources

Did not finish!

PHASE LEVEL - Year 7+8.

Skills

CONTENT FROM THE KIMBERLEY FAITH STORY	SKILLS THAT COULD BE DEVELOPED
Sequence historical	<ol style="list-style-type: none"><li>1. + Timeline of Catholic + Map</li><li>2. + Why did the missionaries come to the region</li><li>3. + St John of God Sisters } photos artifacts De La Salle Brothers } (school) 'The Luurnpa Bird' } Community eg: Jesus Cave.</li><li>4. + What do pictures etc mean to you! Venn Diagram of selected</li><li>5. Sources used can - IT story Art description of sources used eg: photos artifacts!</li></ol>

CONTENT FROM THE KIMBERLEY FAITH STORY	SKILLS THAT COULD BE DEVELOPED
<p>Documents of early pioneers in Cath Ed in Kimberley.</p>	<p>map locations in the world that people have come from to the Kimberley</p> <ul style="list-style-type: none"> <li>→ research sustainability practices within Aboriginal culture</li> <li>→ research primary &amp; secondary sources of available information on history.</li> </ul>
<p>'Relationships Exhibition' → 'Language Centre' - Halls Creek } are letters available</p>	<ul style="list-style-type: none"> <li>→ timeline of events + developments in the Kimberley (ex focus is education health)</li> <li>→ analyse historical interpretations.</li> </ul>
<p>Building of Church in Beagle Bay (protest)</p>	<ul style="list-style-type: none"> <li>→ effects of WW2.</li> <li>→ changing features of monuments from</li> </ul>
<p>Pearling Industry → Bishop Univ. sent 14<sup>th</sup> Natl.</p>	<ul style="list-style-type: none"> <li>← 1750-1918</li> <li>→ timeline of own community's histories.</li> </ul>
<p>Social justice → purpose.</p>	<ul style="list-style-type: none"> <li>→ develop a text → using technology</li> <li>→ use for tourism.</li> </ul>
<p>Pilgrimage - acknowledging history... making/placing a plaque there.</p>	
<p>White Australia policy →</p>	<p>exemptions + implications in Kimberley.</p>