

Year 10: History

The Year 10 curriculum is a study of the history of the modern world and Australia from 1918 to the present with an emphasis on Australia in its global context. The transformation of the modern world during a time of global conflict provides a necessary context for understanding Australia's development

Unit of Work

(1)

World War II (1939-45)

Students investigate wartime experiences through a study of World War II in depth. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia's involvement.

Key inquiry questions:

- What were the experiences of Australians in World War Two in Europe and the Pacific?
- How did World War Two change the lives of Australians at home and at war?
- What were the consequences of World War II in shaping Australia's international relationships?

Content Description

The historical sources are a series of filmed interviews with service personnel from World War Two. They include:

[Douglas Farmer's Story](#)

[Jackie McLaughlin's Story \(Daphne\)](#)

[Robert McDermant's Story](#)

Each person has provided an account of their personal service history to illustrate:

Experiences of Australians during World War II

The impact of World War II at a local and national level

The significance of World War II to Australia's international relationships in the twentieth century

The learning resources provide guided questions, contextualised vocabulary and suggested responding tasks to assist students to engage with and understand the recollections of the individuals interviewed. Links to primary sources such as speeches, newspapers and secondary sources such as descriptions from the Australian War Memorial are included.

Learning Objectives and Success Criteria

Learning Objectives

Students are learning:

- Understand historical information and ideas
- Organise and process information
- Develop social awareness and appreciate diverse perspectives

Success criteria

Students will be successful when they can:

- Comprehend information from the historical accounts in the context of World War Two
- Respond in writing to the information provided in the sources
- Demonstrate empathy for the individuals who have related their personal experiences

Teaching Notes

Timing

The student activities are designed for teacher guided delivery within a 70 minute lesson or as an individual student enrichment activity.
The resources provided allow for three teaching lessons to cover all material.

Resources

Video Transcripts

[Douglas Farmer's Story](#)

[Jackie McLaughlin's Story \(Daphne\)](#)

[Robert McDermant's Story](#)

northernterritory.com

trove.nla.gov.au

dva.gov.au

aso.gov.au

vwma.org.au

awm.gov.au

Seniorsnews.com.au

bbc.com

Teaching Notes

View the videos in the context of teaching the Year 10 History unit either as a teacher directed or individual student activity. Complete the vocabulary and comprehension activities. Students should be able to produce individual written responses to demonstrate their knowledge and skills.

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Year 10 Curriculum Learning Notes

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Learning Activities

Video Resource: [Douglas Farmer, World War Two Veteran](#)

Discussion questions and activities

1. Before viewing

a) Check your understanding of vocabulary/terms

Vocabulary/Terms

AIF - Australian Imperial Force comprised volunteer personnel of the Australian Army in World War II

RAAF – Royal Australian Air Force

WAAAF - Women's Auxiliary Australian Air Force

Air Raid Shelter – structure made to protect people from attacks from the air

POW – Prisoner of War

Gunner - used the aircraft's machine-guns to fight off the enemy

Demobilised – take troops out of active service, usually at the end of a war

Port Moresby – the capital of Papua New Guinea and a large base for Allied troops

Milne Bay – the site of a significant battle in south east Papua New Guinea

b) On a map of the world, locate **Port Moresby** and **Milne Bay**

c) Calculate the total distance from **Darwin** to **Port Moresby**

2. View and listen to [Douglas's story](#)

- a) How long did Douglas serve in Papua New Guinea with the Royal Australian Air Force? **18 months**
- b) He enlisted as a guard, but what did he really want to do? **Gunner**
- c) How old was Douglas when he enlisted? **18**
- b) What did he do when the AIF member tried to take his revolver from his belt to shoot the Japanese POW? **Stopped him from shooting the POW**
- d) When war ended Douglas was stationed in Darwin. How did the people respond to the news that the war had ended? **Smiling, shaking hands, parties**

3. Post Viewing

- a) Why was Port Moresby so important to the Allied Forces?
<https://anzacportal.dva.gov.au/wars-and-missions/kokoda-track-1942-1943/kokoda-track/war-papua-strategic-context/why-was-port-moresby-important>
- b) Darwin suffered numerous attacks from the Japanese. How extensive were these?
<https://northernterritory.com/things-to-do/history-and-heritage/world-war-ii-history>
- c) What is the significance of the Battle of Milne Bay?
<https://www.awm.gov.au/collection/E84334>

Video Resource: [Jackie McLaughlin \(Daphne\)](#)

Discussion questions and activities

1. Before viewing

a) Check your understanding of vocabulary/terms

Vocabulary/Terms

War Bride - women who, during war or occupation, married military personnel from other countries

Night Fighter Station – a base for aircraft that flew night time missions and/or planes adapted for night time missions or poor visibility

Lancaster Bomber – the Avro Lancaster was the most successful British heavy bomber aircraft of World War II that flew bombing raids over Germany and other territories occupied by Nazi Germany.

RAAF – Royal Australian Air Force

Australia House – the office of the Australian diplomatic service in London, England.

Tram – a light rail system in Brisbane operating from 1885 to 1969

Melancholy – sad or unhappy

b) On a map of the world, locate **London, Colombo, Fremantle, Melbourne** and **Brisbane**.

c) Calculate the total distance Jackie travelled between London to Colombo to Fremantle to Melbourne to Brisbane

2. View and listen to [Jackie's story](#)

- a) In what squadron did Jackie's husband serve? **106 Squadron**
- b) What role did Jackie's husband perform in the Lancaster Bomber? **Bomb Aimer and navigator**
- c) In what part of the aircraft was he positioned? **In the belly of the aircraft**
- d) When war ended and peace was declared Jackie said that she felt "...relief that nothing 'more bad' was going to happen [and that she] wasn't going to hear of another friend being killed." Describe the scenes of celebration shown in the video. **People crowded in public places, smiling, dancing, and laughing.**

3. Post Viewing

- a) Who made the British declaration of war when Jackie was still living in England?
<https://www.bbc.co.uk/teach/school-radio/history-ks2-world-war-2-clips-the-declaration-of-war/z4gn6v4>
- b) As a result of this declaration, Australia also declared war on Germany. Listen to [Robert Menzies, Australia's Prime Minister](#) deliver his speech.
<https://aso.gov.au/titles/radio/menzies-speech-declaration-war/clip1/>
- c) He begins his speech with "Fellow Australians, it is my melancholy duty to inform you officially that in consequence of a persistence by Germany in her invasion of Poland, Great Britain has declared war upon her and that, as a result, Australia is also at war." (Menzies, 1939)
Based on these words, what conclusions can you draw about the strength of Australia's ties to Britain at this time?
- d) Examine the front page of the Brisbane newspaper, *The Courier Mail*, from Monday 4 September 1939.
<https://trove.nla.gov.au/newspaper/page/1990653>
What was the headline of the newspaper on this day?
What evidence do the news articles show about Australian loyalties to Britain?
- e) Why did Australia go to another *world war*?
<https://www.awmlondon.gov.au/australians-in-wwii>

f) Jackie describes the bombings that she and her family endured in London. And despite this, she still wished to enlist. What reasons does she provide for wishing to join the military?

g) Jackie's husband was a Bomb Aimer and Navigator in the Lancaster Bomber in 106 Squadron. What did his role involve?

<https://vwma.org.au/explore/units/1180>

<https://www.bbc.co.uk/teach/ww2-could-you-be-part-of-a-lancaster-bomber-crew/zd2v6v4>

h) Jackie identifies herself as a "war bride" as she emigrated from England to join her Australian husband. After he returned to Australia she "joined 360 English women and children on board the former hospital ship Atlantis." (J. McLaughlin, <https://www.seniorsnews.com.au/news/war-bride-reaches-out-to-others/3940831/>)

What challenges did war brides face in coming to Australia from England?

<https://www.awm.gov.au/articles/encyclopedia/war-brides>

Video Resource: [Robert McDermant](#)

Discussion questions and activities

1. Before viewing

a) Check your understanding of vocabulary/terms

Vocabulary/Terms

Compulsory Training – non voluntary military training for all men aged 18 – 35

Orderly – an attendant in a hospital, not required for medical care of patients

Blood Transfusion – the transfer of blood from one person to another

Field Ambulance Service – a mobile medical unit providing treatment close to/in war zones

Surrender – to give up power to another

Stow Away – travel secretly without paying fare

Provo (Provost) – Military Police – to maintain discipline and prevent crime within the army

Bougainville – an island off Papua New Guinea, which was the site of a number of land and naval battles

b) On a map of the world, locate **Bougainville**

c) Calculate the total distance from Brisbane to Bougainville

2. View and listen to [Robert's story](#)

a) How did Robert come to enter the Armed Forces and how old was he? **Compulsory Military Training 18**

b) In what unit did he serve? **7th Field Ambulance**

c) Where did he serve? **Bougainville**

b) Where was Robert when news of the Japanese surrender broke? Why was he reluctant to believe it? **Darwin, Japanese were known for ability to enter into Australian held lines.**

d) When war ended Douglas was stationed in Darwin. How did the people respond to the news that the war had ended? **Smiling, shaking hands, parties**

e) Douglas, like many other service men and women, were unable to come home straight away. How did he make it to Sydney? **Stowed away**

3. Post Viewing

a) What was compulsory military service?

<https://www.awm.gov.au/articles/encyclopedia/conscription>

b) What happened at Bougainville?

<https://www.awm.gov.au/articles/blog/bougainvilles-hard-slog>

Year 10 Curriculum Learning Notes

Unit of Work (2)	Overview of the modern world and Australia Including the nature of the Cold War and Australia's involvement in Cold War and post-Cold War conflicts such as the Vietnam War
Key inquiry questions:	<ul style="list-style-type: none">• What were the experiences of Australians in the Vietnam War• How did the Australian service personnel in Vietnam War support the United States?• What were the experiences of Australian Vietnam veterans upon returning to Australia?
Content Description	
<p>The historical sources are a series of filmed interviews with service personnel from the Vietnam War. They include:</p> <p>Clarence Whitehorn's Story (Clarry)</p> <p>John Fallows' Story</p> <p>Each person provided an account of their personal service history to illustrate the:</p> <p>Experiences of Australians during the Vietnam War</p> <p>The interactions with the US military and the Vietnamese.</p> <p>The experiences of service personnel upon returning to Australia</p> <p>The learning resources provide guided questions, contextualised vocabulary and suggested responding tasks to assist students to engage with and understand the recollections of the individuals interviewed. Links to primary and secondary sources are included.</p>	
Learning Objectives and Success Criteria	
Learning Objectives	

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Year 10 Curriculum Learning Notes

Students are learning:

- Understand historical information and ideas.
- Organise and process information.
- Develop social awareness and appreciate diverse perspectives

Success criteria

Students will be successful when they can:

- Comprehend information from the historical accounts in the context of the Vietnam War
- Respond in writing to the information provided in the sources
- Demonstrate empathy for the individuals who have related their personal experiences

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Teaching Notes
Timing
The student activities are designed for teacher guided delivery within a 70 minute lesson or as an individual student enrichment activity. The resources provided could allow for up to two teaching lessons to cover all material in depth.
Resources
Video Transcripts dva.gov.au awm.gov.au engineersaustralia.org.au
Teaching Notes
View the videos in the context of teaching the Year 10 History unit either as a teacher directed or individual student activity. Complete the vocabulary and comprehension activities. Students should be able to produce individual written responses to demonstrate their knowledge and skills.

Learning Activities

Video Resource: Vietnam [Clarence Arthur Whitehorn](#)

Discussion questions and activities

1. Before viewing

a) Check your understanding of vocabulary/terms

Vocabulary/Terms

Vietnam – tropical country in South East Asia

Service Number – unique number issued to every member of the armed services

Recruit – new member of the armed services

Discharge – to be released from the military

Teletype – a printing device used to send and receive telephonic signals

Singapore – city state in South East Asia

Saigon – former capital of South Vietnam

Hercules – large military cargo transport plane

Troop Commander – leader of a group of soldiers

Nui Dat – Australian army base in Vietnam

Vung Tau – port city in southern Vietnam

Land Rover – 4WD army vehicle

Intelligence Officer – armed forces member with the job of gaining information about enemy movements and plans

Ambush – surprise attack from a concealed position

Orphanage – institution that cares for children without parents

Nuns – female members of a religious community

Customs – clearance checking area in an airport to prevent unauthorised importation of goods.

RSL – Returned Services League – organisation to support military veterans in Australia

OAM – Order of Australia Medal awarded for achievement or service to Australia or humanity

b) On a map of Australia, locate **Melbourne, Adelaide, Canberra and Wagga Wagga.**

c) On a map of South East Asia, locate **Ho Chi Minh City (Saigon) and Nui Dat**

d) Calculate the distances between

i) Melbourne and Adelaide

ii) Sydney and Saigon

2. View and listen to [Clarry's story](#)

a) Clarence Arthur Whitehorn OAM, service number 42013 first joined the Services on 26th August in _____. (1967)

b) After three months recruiting in Wagga Wagga NSW he then went to Melbourne to the School of Signals and was a key operator on the _____. (tele type writer/printer)

c) It was during this time that Clarence met his future wife. She lived in _____ (Adelaide) and every weekend he would hitchhike from Melbourne to see her.

d) Clarence did not really know much about the conflict in Vietnam because he did not watch a lot of television so he went there, with about fifty other soldiers and an _____ (open) mind.

e) Stopping over in _____ (Singapore) to refuel they then landed in Saigon where he saw "... jet fighters and soldiers everywhere, and [he] thought this is a bit bigger than [he] thought." (Clarence Arthur Whitehorn).

f) From Saigon he was met at _____ (Nui Dat) by his Troop Coammander in a Land Rover who then gave him a quick tour around where he was told it was "pretty safe here."

g) Afterwards, Clarence went into his unit, 547C Troop, which as an _____ (intelligence) unit.

h) His unit had a shed with radio sets in it where they listened to the Vietnamese enemy. Clarence worked in the Communications Centre as a _____ (supervisor).

i) He had three other signalmen with him and they had to _____ (transmit) the information to the Americans.

j) On one occasion they intercepted a message where the _____ (Viet Cong) were going to set up an ambush for the Americans.

k) The Americans responded by giving them a thankyou letter for saving all those _____ (lives)

l) Occasionally, on time off, he could go to the beach at Vung Tao and play volleyball and cricket. Other times, his troop looked after an orphanage. They would take fifteen to twenty children, in Land Rovers, to the beach on a Saturday. It gave the _____ (nuns) a day off.
k) Flying back from Vietnam with about fifty others and landing in Sydney, they were met by Customs staff who “didn’t want to see [them]. Not a soul was there.” (Clarence Arthur Whitehorn) Clarence had to find his own way to the Domestic Airport to fly back to Canberra whereupon he noted that there was no one there also, just a few soldiers passing through. In the video Clarence states “And, that was our _____
_____ “(welcome back)

l) Today he is a life member of the RSL and attends _____ (Anzac Days) when he can because the service and sacrifice that people made means a lot to him. He “know[s] what they went through because wherever [he] was posted [he] would get the messages coming through...and he felt for them...[he has] a lot of _____ respect for them.

3. Post Viewing

a) What words best describe Clarence Arthur Whitehorn? Use evidence, both implicit and explicit, from the video to support your response. Responses may include but are not limited to:

- Kind, caring and compassionate – spending time with orphans
- Open-minded – did not go to Vietnam with pre conceived ideas about war
- Dedicated – to wife and to service
- Empathetic – feeling for soldiers in war

b) There are brief moments in the clip where emotions range from happy or fond recollections to sad or poignant ones. Give two examples of each.

Happy/Fond	Sad/Poignant

Answers may include but are not limited to:

Happy/Fond	Sad/Poignant
Hitchhiking to see his wife on weekends	Realising how much he and his team contributed to the saving of lives from their communications shed
Taking orphans to the beach and/or Saigon Zoo	Nobody to welcome him home

c) Research more about the Australian Task Force Base that Clarence served in at Nui Dat

<https://anzacportal.dva.gov.au/wars-and-missions/vietnam-war-1962-1975/events/phuoc-tuy-province/nui-dat>

Video Resource: Vietnam [John Raymond Fallows](#)

1. Before viewing

a) Check your understanding of vocabulary/terms

Vocabulary/Terms

Malayan Emergency – guerrilla war fought between the Malayan government (Malaysia), with support from the British Commonwealth against Malayan Communist forces 1948-1960.

Squadron – a unit comprising a number of aircraft in the air force

Volunteer – soldier who chooses to enlist in the military

C123 – American military transport plane

QANTAS 707 – Australian commercial aeroplane in the 1960s

Ho Chi Minh City – largest city in South Vietnam, renamed after the Vietnam War

Phan Rang – American airbase in Vietnam

Tan Son Nhut – American airbase in Vietnam

Armoury – secure storage place for weapons

Sortie – mission flown by air force plane crew

Padre – Religious chaplain in the army

Bandolier – a belt worn over the shoulder for supporting ammunition

Ammunition – gun bullets

Owen Gun – Australian sub machine gun first used in World War Two

Police action – Military action taken without formal declaration of war

War zone – the area in which war is waged

Foreign aid – economic, military or humanitarian assistance given to one country by another

NATO – North Atlantic Treaty Organisation (Defence agreement between USA and Europe)

Discussion questions and activities

- b) On a map of Australia, locate **Brisbane, Sydney and Darwin**
- c) On a map of South East Asia, locate **Singapore and Phan Rang**
- d) Calculate the total distances between
- i) Brisbane to Sydney to Darwin to Saigon

2. View and listen to [John's story](#)

- a) John originally had had an application in for the navy, but because he had _____ **infantile eczema** and _____ **asthma**, they would not accept him so he enlisted in the Air Force.
- b) 2 Squadron was domiciled in Malaya and they were there playing an active part in the _____ **Malayan Emergency** when the Australian Government committed troops to Vietnam in early 1968.
- c) Raymond states that he “was just a month old over _____ **21** when [he] got [his] posting to Phan Rang in Vietnam.
- d) He also states “... although [they] were going into Vietnam [they] all had to carry a Hawaiian shirt, [and] had to put this shirt on, because ... the Singaporean Government didn't want [them] to look like _____ **soldiers** going to _____ **war**.”
- e) His tour of Vietnam was _____ **12** months.
- f) Six months was spent on the flight line and another six months in the unit _____ **armoury**.

- g) _____ **Sortie** is the term used to describe a mission in which planes take off, drop bombs, come back, and land.
- h) For four and a half years, they flew _____ **8** sorties a day and then in 1968 and 1969 they flew 10.
- i) His job in the armoury was to “look after all the small arms because, everybody is issued with a weapon when... in a _____ _____ **war zone.**”
- j) In addition to maintaining the serviceability of all of the small arms, he also did the _____ **NATO** ammunitions returns every month to report how much ammunition was used. Furthermore, his duties included “looking after explosives, doing demolitions and doing a little bit of forensic work.”
- k) In Phan Rang City there was an _____ **orphanage** that Raymond and his troop were building a nurse in.
- l) Because he was the armour, and used to carry the Australian Owen gun (a light machine gun) he was made to be the _____ **guard.**
- m) He describes it as being a” _____ **tense** place because [he] never knew if there was a booby trap or somebody was gonna’ take a pot shot.”
- n) Because he was undertaking _____ **police** action, he was unable to shoot/restrain the person on the pushbike carrying AK47 weaponry.
- o) He felt particularly sorry for the _____ **Army** personnel who had to go out into the jungle.

3. Post Viewing

a) What was the Malayan Emergency and how did Australia become involved?

<https://www.awm.gov.au/articles/atwar/malayan-emergency>

b) What was significant about the Owen gun that he carried?

<https://portal.engineersaustralia.org.au/heritage/owen-submachine-gun>

Responding and/or Extension Activity

Write an extended paragraph in response to the following question:

To what extent did Australian armed service people in World War Two and the Vietnam War have a common view of warfare?

Support your answer with evidence from the primary source material to explain implicit and explicit meanings.

Source 1:

I attend the ANZAC Days when I can. It means a lot to me, cos' the fellas that died and wounded and that, they helped protect our country and I know what they went through because wherever I was posted we would get the messages coming through about the...and I know what they were going through and I just felt for them.

Clarence Whitehorn, Vietnam War Veteran

Source 2:

That was an experience that sort of, puts you on edge, so your hearing becomes acute, your vision becomes acute, you know, hairs on the back of your neck stand up. Those of sorts of things are hard to deal with. I really feel for the Army guys who went out in the jungle. Those poor bastards. I tell ya, you know. I have no love for warfare.

John Fallows, Vietnam War Veteran

Source 3:

Ah dear, wars are horrible. No but we had air raids regularly and we used to go to the air raid shelters. I can remember one day at Port Moresby our RAAF planes brought in the sick and wounded and prisoners of war and they brought in this Japanese on a stretcher and this AIF bloke walked up behind me and he wanted to grab my revolver off my belt to shoot the Japanese. I stopped him immediately. I will never forget that, and that Japanese bloke, he smiled at me. I'll never forget that. At Port Moresby, that was. I was only 18 when I enlisted, I was a pretty young bloke. Wars are horrible, but thank God we're not having any more. I hope we don't.

Douglas Farmer, WW2 Veteran

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Source 4:

Somebody said “The war was over” and I said “Oh yeah...” [Laughs] word was fair dinkum. And we were right down at that area, and we knew the Japanese had surrendered. But at that time, the Japanese always had the habit of sneaking in behind Australian lines. And when the news came out, about 30 or 40 of the Japanese had slipped in behind our lines. And they couldn’t very well completely surrender until they had got those fellas out of the road because they were a danger to our crowd.

Robert McDermant WW2 Veteran

Source 5:

The day the war was declared, I was quite excited actually, but then I was only young, wasn’t I? I think I spent about three months that we never went anywhere at all because of the bombing, so it was not exciting at all, it was pretty horrifying. My friends, some friends, got killed from war from bombs. I wouldn’t want to experience it again.

Daphne McLaughlin, WW2 Veteran

Year 10 Curriculum Learning Notes

Appendix/Additional Resources

Australian Government, Department of Veterans' Affairs www.dva.gov.au

Australian Government, Department of Veterans' Affairs. (2019). "Nui Dat". Retrieved from: <https://anzacportal.dva.gov.au/wars-and-missions/vietnam-war-1962-1975/events/phuoc-tuy-province/nui-dat>

Australian Government, Department of Veterans' Affairs. (2019). "Why was Port Moresby Important?" Retrieved from: <https://anzacportal.dva.gov.au/wars-and-missions/kokoda-track-1942-1943/kokoda-track/war-papua-strategic-context/why-was-port-moresby-important>

The Australian Government Department of Veterans' Affairs site provides support for Australian Veterans and their families, including but not limited to mental and physical health support, financial support, and assistance with acclimatising to civilian life.

Australian Screen, National Sound and Film Archive of Australia www.aso.gov.au

"Menzies Speech: Declaration of War (1939)". Retrieved from: <https://aso.gov.au/titles/radio/menzies-speech-declaration-war/clip1/>

Australian Screen, part of the National Sound and Film Archive of Australia, preserves historically significant multimedia and archival footage.

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Australian War Memorial: www.Awm.gov.au

Australian War Memorial London, (2021). "Australians in WWII", Retrieved from: <https://www.awmlondon.gov.au/australians-in-wwii>

Australian War Memorial, (2021). "Battle of Milne Bay". Retrieved from: <https://www.awm.gov.au/collection/E84334>

Australian War Memorial, (2019). "Conscription". Retrieved from: <https://www.awm.gov.au/articles/encyclopedia/conscription>

Australian War Memorial, (2020). "Malayan Emergency". Retrieved from: <https://www.awm.gov.au/articles/atwar/malayan-emergency>

Australian War Memorial, (2021). "War Brides" Retrieved from: <https://www.awm.gov.au/articles/encyclopedia/war-brides>

Campbell, E. (2012). "Bougainville's Hard Slog". Australian War Memorial. Retrieved from: <https://www.awm.gov.au/articles/blog/bougainvilles-hard-slog>

The Australian War Memorial is an archival site and museum dedicated to information about Australian service personnel and their duties. Located in Canberra, the War Memorial itself is an official site of commemoration.

British Broadcasting Corporation www.bbc.co.uk

British Broadcasting Corporation, (2021). "Primary History KS2: WW2 Clips. The Declaration of War." Retrieved from: <https://www.bbc.co.uk/teach/school-radio/history-ks2-world-war-2-clips-the-declaration-of-war/z4qn6v4>

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British Broadcasting Corporation, (2021). "WW2: Could you be part of a Lancaster Bomber?" Retrieved from: <https://www.bbc.co.uk/teach/ww2-could-you-be-part-of-a-lancaster-bomber-crew/zd2v6v4>

The BBC is the Government funded broadcasting service in the United Kingdom, hosting a range of news services. Historical information about WWI and WWII are extensive on the BBC.

Engineers Australia www.engineersaustralia.org.au

Engineers Australia. (2021). "Owen Submachine Gun". Retrieved from: <https://portal.engineersaustralia.org.au/heritage/owen-submachine-gun>

Engineers Australia provides information about various war-time artillery in Australian military history.

Government of Northern Territory, Tourism NT www.northernterritory.com

Government of Northern Territory, Tourism NT. (2021). "World War II History". Retrieved from: <https://northernterritory.com/things-to-do/history-and-heritage/world-war-ii-history>

This Government site is produced by Tourism NT, providing geographical information about the Territory and its history as a significant location of warfare during WWII.

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National Archives of Australia www.naa.gov.au

Robert Menzies. (2021). Retrieved from: <https://www.naa.gov.au/explore-collection/australias-prime-ministers/robert-menzies>

National Library of Australia, Trove www.trove.nla.gov.au

(1939, September 4). *The Courier-Mail (Brisbane, Qld. : 1933 - 1954)*, p. 1. Retrieved April 12, 2021, from <http://nla.gov.au/nla.news-page1990653>

Trove is an archival site created in collaboration with the National Library of Australia. Trove contains numerous articles, multimedia, propaganda, and historical records about Australian war history.

Seniors News www.seniorsnews.com.au

Johnstone, T. (2020). "War bride reaches out to others". Published in Seniors News. Retrieved from: <https://www.seniorsnews.com.au/news/war-bride-reaches-out-to-others/3940831/>

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Seniors News is a News Corp affiliated online publication catering to the senior demographic of Australia, including articles about service personnel in the community.

Virtual War Memorial www.vwma.gov.au

Virtual War Memorial, (2021). "No. 106 Squadron (RAF)". Retrieved from: <https://vwma.org.au/explore/units/1180>

Archival site with information about Australian service personnel and their duties.

State Library of Queensland acknowledge Aboriginal and Torres Strait Islander peoples and their continuing connection to land and as custodians of stories for millennia. We are inspired by this tradition in our work to share and preserve Queensland's memory for future generations.

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