



CAIRNS  
MUSEUM

# SCHOOL INCURSION HISTORY ON THE MOVE KURANDA RAIL

2024-2030  
Curriculum V.9

# Cairns Museum School Incursion History on the Move Overview

2024-2030 V.9<sup>1</sup>

## Kuranda Rail

History on the Move – *Kuranda Rail*, introduce students to many examples of how transport, communication and technology has changed over time

Using the story of the Cairns to Kuranda Railway and railway construction of the 19<sup>th</sup> Century, *Kuranda Rail* takes a focused approach to changing technology and communication, settlements and the expansion of communities in response to transport improvements, attitudes to the environment at the time as well as work and family life of yesteryear.

History on the Move *Kuranda Rail*, provides a unique intergenerational experience which enables students to enjoy interactive access to objects and local stories, while experiencing enriching answers to curious questions. This makes the learning opportunity exciting, as well as a memorable experience.

Presented by Cairns Museum Volunteers, this History on the Move presentation is aligned to Australian Curriculum Version 9.

### Presentations are aimed at being:

- Purposeful (Curriculum aligned)
- Educational (prepared by Cairns Historical Society)
- Fun and engaging (students will learn and remember)
- Age appropriate (working at the level of students)
- Professional and organised
- Provide a positive intergenerational interaction



<sup>1</sup> All information is based on ACARA: Australian Curriculum: V.9



## Kuranda Rail Booking Information

**Cost:** \$4.50 per person, minimum \$100.00 per booking

**Available:** Every **Thursday**

**Activities in this program:** Artefacts and Photos Sharing, Morse Code, Domestic Items and Campfire

**Program Duration:** 60-75 minutes per session, maximum 60 people per session. Maximum 3 sessions per booking. Maximum 180 people for the entire booking.

**Presentation area:** Entry gate access is required for our trailer. Outdoor learning area in the shade is preferred. Please set up 4 trestle tables and 4 chairs. Please divide your group into 4 smaller groups during the session that can swap from table to table. Please allow minimum 5-10 minutes' break between sessions.

**Example:** Kuranda Rail program, 146 people required 3 sessions:

- 1<sup>st</sup> session, 0900am -1015am (75 minutes), 52 people divided into 4 smaller groups;
- 2<sup>nd</sup> session, 1020am-1135am (75 minutes), 45 people divided into 4 smaller groups;
- 3<sup>rd</sup> session, 1230pm-0135pm (65 minutes), 49 people divided into 4 smaller groups.



## Kuranda Rail

Discover cultural, environmental, generational and technological changes over time across far north Queensland. Past to present attitudes towards use of local landscape and environment, have changed over time.

Links to Australian Curriculum v.9
Year 1
<ul style="list-style-type: none"> <li>Differences in family structures and roles today, and how these have changed or remained the same over time. <b>AC9HS1K01</b></li> </ul>
<ul style="list-style-type: none"> <li>Continuity and change between aspects of their daily lives and their parents' and grandparents' childhoods. <b>AC9HS1K02</b></li> </ul>
Year 2
<ul style="list-style-type: none"> <li>How technological developments changed people's lives at home, and the ways they worked, travelled and communicated. <b>AC9HS2K02</b></li> </ul>
<ul style="list-style-type: none"> <li>How places can be spatially represented in geographical divisions from local to regional to state/territory, and how people and places are interconnected across those scales. <b>AC9HS2K03</b></li> </ul>
<ul style="list-style-type: none"> <li>The interconnections of First Nations Australians to a local Country/Place. <b>AC9HS2K04</b></li> </ul>
Year 3
<ul style="list-style-type: none"> <li>Causes and effects of changes to the local community, and how people who may be from diverse backgrounds have contributed to these changes. <b>AC9HS3K01</b></li> </ul>
<ul style="list-style-type: none"> <li>The ways First Nations Australians in different parts of Australia are interconnected with Country/Place. <b>AC9HS3K04</b></li> </ul>
<ul style="list-style-type: none"> <li>Who makes rules, why rules are important in the school and/or the local community, and the consequences of rules not being followed. <b>AC9HS3K06</b></li> </ul>
Year 4
<ul style="list-style-type: none"> <li>The diversity of First Nations Australians, their social organisation and their continuous connection to Country/Place. <b>AC9HS4K01</b></li> </ul>
<ul style="list-style-type: none"> <li>The importance of environments, including natural vegetation and water sources, to people and animals in Australia and on another continent. <b>AC9HS4K05</b></li> </ul>
Year 5
<ul style="list-style-type: none"> <li>The impact of the development of British colonies in Australia on the lives of First Nations Australians, the colonists and convicts, and on the natural environment. <b>AC9HS5K02</b></li> </ul>
<ul style="list-style-type: none"> <li>The role of a significant individual or group, including First Nations Australians and those who migrated to Australia, in the development of events in an Australian colony. <b>AC9HS5K03</b></li> </ul>
<ul style="list-style-type: none"> <li>The influence of people, including First Nations Australians and people in other countries, on the characteristics of a place. <b>AC9HS5K04</b></li> </ul>
<ul style="list-style-type: none"> <li>Types of resources, including natural, human and capital, and how they satisfy needs and wants. <b>AC9HS5K08</b></li> </ul>

