



TEACHERS' NOTES

Date

Saturday 14 February—Sunday 12 July 2009

Time

10.00am—5.00pm

Venue

Philip Bacon Heritage Gallery, Level 4

Cost

Free

Bookings—Self-led or guided tour

Subject to availability. Bookings preferred—contact the Learning Manager: E: schools@slq.qld.gov.au. Teachers and students can also visit the exhibition independently but please advise the Learning Manager of when you would like to visit the exhibition.

Duration

Suggest students spend 30 minutes in the exhibition

Maximum group size

30 students

Aims of attending the exhibition

Panoramic Queensland showcases the State Library of Queensland's collection of panoramic photographs. The exhibition provides students with a rich visual record of the period from the granting of statehood through to Expo 88, a pivotal moment in the State's recent history.

Panoramic Queensland presents selected photographs recording the cultural, geographic, economic, historical and social landscapes of Queensland. These photographs record details about a specific place at a particular time providing opportunities for comparison over time.

Panoramic Queensland reveals how panoramic photography has changed over time as a documentary record and art form. Differences in photographic format from early sequential images to later distorted wide-angle scenes are evident. Vantage point, shifting perspectives, composition and light are important in constructing the panoramic image.

When examining panoramic photographs, students should look for:

- the main features being shown
- other relevant information given with the photograph
- evidence of location and time
- visual cues for scale
- features that seem out of place
- anything that is missing or what else you would like to know about the scene

Brief description of the exhibition

What did Queensland look like 150 years ago? How has Queensland changed over the past 150 years? Students are invited to take a wider view of Queensland's social and cultural history in all its panoramic glory.

Examples of material on display in the exhibition suitable for in-depth study by students

The State Library of Queensland collection of panoramic photographs provides a timely view of how the landscape has changed during the past 150 years. The exhibition documents:

- settlement of Queensland, including the regional centres of Cairns, Townsville, Mackay, Ayr, Caloundra and Coolangatta
- the growth of Brisbane from the Brisbane River in 1862 through to the development of Brisbane River's South Bank
- development of infrastructure, including bridges across the Brisbane River
- impact of natural disasters
- significant occasions and disasters, and commemorative civic events
- uses of panoramic photography
- cameras used for panoramic photographs
- technical advances and stylistic changes in panoramic photography over time.

Suitable for

Middle Phase Learning (particularly Years 7—9)

Senior Phase Learning (Years 10—12)

Key Learning Areas addressed

- Studies of Society & Environment (SOSE)
- The Arts—Media and Visual Arts

Year 10 Guidelines

- History
- Geography
- Arts—Media and Visual Arts

Senior Syllabus Links

- Modern History
- Geography
- Visual Arts

Before attending the exhibition:

Students may familiarise themselves with some of the terms to be found in the exhibition:

- Panorama
- Point of view
- Primary evidence
- Moreton Bay Colony
- Regional Queensland
- Perspective
- Vantage point
- Urbanisation
- World Expo 88



At the Exhibition:

Students could:

- establish a context for the collection as a whole and for each individual panoramic photograph
- undertake a critical analysis looking specifically at the elements of vantage point, shifting perspective, composition, line, light and form evident in each panoramic photograph
- investigate the emergence of the state of Queensland, including the economic development of Brisbane and regional Queensland
- interrogate panoramic photographs of significant occasions and disasters and commemorative civic events to characterise Queensland society at that time and place
- interpret and critique the cultural, geographic, economic, historical and social landscapes of early Queensland and compare to present day Queensland identifying changes to these landscapes
- determine the value and strength of the collection, by reflecting on what they are, who they are for, what they mean, their history and sense of place.

After your visit:

Students could:

- share and discuss the experience of the exhibition visit
- comment on the point of view about events, people, places or lifestyle presented in one of the panoramic photographs
- investigate the significance of the ideas, events, people and places depicted in the panoramic photographs and how they have contributed to Queensland's changing identity and environments
- visit the Panoramic Queensland website—http://www.slq.qld.gov.au/whats-on/exhibit/online/panoramic_qld. Arrange the panoramic photographs in a sequence to help tell the story of Queensland. If there are gaps, you may like to visit the photographic collections of the John Oxley Library via Picture Queensland—<http://pictureqld.slq.qld.gov.au/home> and select photographs to add to the sequence and your story. You may like to write your own captions. Does your photo-story of Queensland give a 'fair' representation of Queensland's 150 years? Why?
- select a panoramic photograph from the website http://www.slq.qld.gov.au/whats-on/exhibit/online/panoramic_qld and undertake a study of change in a place over time. You may like to look at online images from the photographic collections of the John Oxley Library via Picture Queensland—<http://pictureqld.slq.qld.gov.au/home> or investigate the events depicted in the panoramic photographs by reading news stories from the time, visit—<http://www.slq.qld.gov.au/coll/news> to gather contextual information for your then and now comparison.
- select a landscape photograph from the *Panoramic Queensland* exhibition and locate a photograph of that same landscape from the State Library's Picture Queensland website www.pictureqld.slq.qld.gov.au. Choose any art media you like and develop your own image of the landscape. Ask a partner to describe your image. Were all the elements from the original reproduced?
- reflect on the exhibition by considering the following:
 - why do we take photographs?
 - what narratives can be recorded using a camera?
 - what is a panoramic photograph?
 - how do they differ from standard photographs?
 - what are the unique elements of photography as a tool for documenting people, events and places?
 - what are the challenges of capturing and exhibiting photographs in this format?
 - how does photography differ from other forms of media or visual art?
 - when was the last time students used a camera?
 - who or what did they photograph?
 - how has digital photography changed the way we record life people, events and places?



Want to know more?

- Visit the Panoramic Queensland website
http://www.slq.qld.gov.au/whats-on/exhibit/online/panoramic_qld
- Look at online images from the photographic collections of the John Oxley Library via Picture Queensland <http://pictureqld.slq.qld.gov.au/home>
- Investigate the events depicted in the panoramic photographs by reading news stories from the time, visit <http://www.slq.qld.gov.au/coll/news>
- Locate the places maps depicted in the panoramic photographs by visiting <http://www.slq.qld.gov.au/coll/maps>
- Examine other images (including photographs) of places depicted in the panoramic photographs by visiting <http://www.slq.qld.gov.au/coll/pictures>
- Experience a Time Walk <http://www.slq.qld.gov.au/whats-on/exhibit/online/timewalks>

Other Q150 websites

- Education Queensland's online units encourage students to engage with the Q150 themes and to work toward a culminating event that classes and schools can share with their greater community, visit http://www.learningplace.com.au/default_suborg.asp?orgid=115&suborgid=722
- The Q150 website provides information on Queensland's history, the focus and range of celebrations occurring across the state as well as links to other Q150 websites, visit <http://www.q150.qld.gov.au/index.aspx>
- On the Q150 website, significant milestones in Queensland's history from 1606 to 2008 are documented, visit <http://www.q150.qld.gov.au/AboutUs/EarlyHistory.aspx>
- On the Q150 website, the birth of Queensland is documented, visit <http://www.q150.qld.gov.au/AboutUs/Birth.aspx>
- State Library of Queensland has a virtual exhibition on the first 50 years of Queensland's history which will be launched on 5 April, visit http://www.slq.qld.gov.au/whats-on/exhibit/online/becoming_qld
- Queensland Archives has two major exhibitions, visit <http://www.archives.qld.gov.au/150celebrations.asp> for information about:
 - *50 milestones that shaped a State, an exhibition* inspired by rarely-seen archival records with eminent historians look backing on the past 150 years to map the journey that has defined Queensland
 - *Top 150: Documenting Queensland*, a visual timeline of the decisions, events, people and places that are instrumental in Queensland's identity



Studies of Society and Environment (SOSE)

The Queensland Curriculum, Assessment and Reporting Framework's Essential Learnings are available for download from <http://www.qsa.qld.edu.au/assessment/3160.html> and are the core curriculum for Queensland students.

Year 7 Studies of Society and Environment Essential Learnings

Focus

Students develop their knowledge of societies and environments by carrying out inquiries and connecting the ideas to their own experiences. They investigate ideas, events, places, cultures and systems and develop their capacity for appropriate responses and actions. They identify social and environmental values and ethical positions in local, national and global contexts.

Ways of working—students are able to:

- collect and analyse information and evidence from primary and secondary sources
- evaluate information and evidence sources for relevance, reliability, origins, points of view and perspective
- draw conclusions and make decisions by identifying trends, patterns and connections in information and evidence
- reflect on different points of view and recognise and clarify beliefs and values relating to social justice, the democratic process, sustainability and peace.

Knowing and understanding—students know and understand:

Time, continuity and change

Changes and continuities over time are linked to particular events and individual and group achievements, and they attract different interpretations.

- Events from pre-colonisation to Federation established the Australian nation and contributed to Australian identities, including Indigenous heritages, European settlement, frontier conflicts, the development of the economy and the Federation movement
- National events, traditions, celebrations and commemorations have evolved over time to reflect public sentiment and the perspectives, values and interpretations of different groups

Place and space

Environments are defined by physical characteristics and processes and connected to human activities and decisions about resource management.

- Australian environments are defined by patterns of natural processes and by human activities and the relationships between them



Cultures and identity

Cultures and identities consist of material and non-material elements and are affected by cross-cultural contacts.

- Material and non-material elements influence the personal identity and sense of belonging of groups
- Perceptions of different cultures and groups are influenced by local, national and world events and by representations in the media



Key focus questions for learning and reflection

- Develop a list of the locations depicted in the photographs. Identify the places you have been to. On a map of Queensland, locate these places using a key or legend to present information, for example places depicted in the exhibition and places you have visited.
- Brainstorm images that portray the Queensland identity today. How does your list compare with the portrayal of Queensland identity depicted in the panoramic photographs of significant occasions and commemorative civic events?
- Identify one panoramic photograph that would be immediately recognisable as being uniquely 'Queensland' to someone living in another part of Australia or overseas. Justify your decision.
- How is the development of the Queensland economy recorded in the *Panoramic Queensland* exhibition? Why do so many panoramic photographs focus on the Brisbane River and its bridges? Why were bridges so important to the development of early Brisbane?
- Examine the panoramic photographs depicting geographic landscapes of Queensland, rank the photographs from the landscape that most appeals to you to the landscape that least appeals to you. What criteria did you use?
- Select a photograph and describe what is happening in the photograph. Use the following questions to develop your description:
 - What is happening in the foreground?
 - What is happening in the background?
 - What makes the photograph interesting?
 - Where was it taken?
 - When was it taken?
 - Where is it from?
 - What motivated the photographer to take the photograph—was it something about the setting, scene or context that captured the photographer's interest?
 - What is it NOT saying about life at the time?
 - What might be happening outside the frame of the image?
 - What emotions are contained within the photograph from two perspectives: that of subjects featured and that of observers looking at the photograph?
 - What questions are left unanswered by the photograph?



Year 9 Studies of Society and Environment Essential Learnings

Focus

When learning about societies and environments, students use the processes of Ways of working together with the concepts, facts and procedures of Knowing and understanding. Students use their knowledge about the complex interactions between people, and between people and their environments, to investigate social, political, economic, environmental and cultural ideas and issues. They clarify their personal values and acknowledge others' values and world views in a range of contexts and settings. They develop their capacity for effective community participation and meaningful responses to social and environmental issues.

Ways of Working—students are able to:

- locate and interrogate evidence, data and information from primary and secondary sources
- critique evidence, data and information sources for relevance, reliability, authenticity, purpose, bias and perspective
- draw conclusions and make decisions supported by interpretations of data, information and evidence
- reflect on different perspectives, and recognise and evaluate the influence of values and beliefs in relation to social justice, the democratic process, sustainability and peace.

Knowing and understanding—students know and understand:

Time, continuity and change

Social, political, economic and cultural changes and continuities are connected to particular events, ideas and contributions, and can be interpreted from different perspectives.

- Evidence of events in Australian, Asia-Pacific and global settings can be interpreted from different perspectives and values positions

Place and space

Environments are defined by spatial patterns of human and physical dimensions of the world, and sustainable practices can balance human activity and environmental processes.

- Interrelationships between human activity and environments result in particular patterns of land and resource use, and can cause environmental problems

Cultures and identity

Cultures and identities are shaped by a range of factors, and societies promote cohesion and diversity in different ways.

- Group identities are influenced and shaped by different factors, including family, communities, nationality, socioeconomic factors and religious beliefs





Key focus questions for learning and reflection:

- Establish a context for a selected panoramic photo by identifying factors or key events impacting on what is presented in the image, e.g. bridges across the Brisbane River or World Expo.
- Select a panoramic photograph, describe the differences in representations of Queensland landscapes as depicted in the *Panoramic Queensland* exhibition and in contemporary travel brochures?
- Imagine how natural disasters or building development might impact on the vistas depicted in the historic panoramic photographs. Write a news story documenting one of the events that may have caused a view to change over the years.
- Determine the credentials of one of the panoramic photos as a historical source by applying some initial 'interrogation' questions, for example:
 - Is the photograph a primary or secondary source?
 - Who created the photograph?
 - When was the photograph created? What is the evidence to establish dating?
 - Where was the photograph created?
 - Who was the original intended audience for the photograph?
 - What was the original intended purpose of the photograph?
 - What events at the time provide a background to the photograph?



The Arts — Media and Visual Arts

The Queensland Curriculum, Assessment and Reporting Framework's Essential Learnings are available for download from <http://www.qsa.qld.edu.au/assessment/3160.html> and are the core curriculum for Queensland students.

Year 7 The Arts

Focus

Students use their creativity, imagination and senses to express ideas about social, cultural, historical and spiritual contexts through Dance, Drama, Music, Media and Visual Art.

Ways of working — students are able to:

- Respond by analysing and evaluating arts works in social, cultural, historical and spiritual contexts, using arts elements and languages

Knowledge and understanding — students know and understand:

Media

Media involves constructing meaning, considering intended audiences and intended purposes, by modifying media languages and technologies to create representations.

- Still and moving images, sounds and words are applied and modified, using genre and conventions to construct media texts
- Media techniques and practices, including editing and publishing, are used to create media texts
- Representations in media texts have specific purposes and are modified to maximise audience impact

Knowledge and understanding — students know and understand:

Visual Arts

Visual Art involves modifying visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering intended audiences and intended purposes, through images and objects.

- Negative space and positive shape are used to create abstraction, non-representation and proportion

e.g. using photographs of natural shapes in their environments to focus on negative spaces and positive shapes and thus show effects of light and dark.





Key focus questions for learning and reflection

- Write brief notes about what the panoramic photographs tell you about:
 - landscapes, infrastructure and street scenes
 - significant occasions and disasters
 - commemorative civic events
 - people—what they are doing and how they are dressed
 - building and cars
- Why were panoramic photographs taken of these locations and events? How do they tell us about Queensland's past? Which panoramic photographs would most appeal to tourists? Why? How would you construct a scene for a panoramic photograph for an audience of overseas tourists?
- Examine firstly a black and white, and then a colour panoramic photograph. How does the use of colour affect your response?
- How are representations of Queensland landscapes presented differently in panoramic photographs and travel brochures? In your response, consider the influence of purpose and audience as well as the elements of composition, line, light and form.
- Brainstorm images that portray the Queensland lifestyle of today. How does your list compare with the lifestyle of Queenslanders depicted in the panoramic photographs of significant occasions and commemorative civic events.
- Select a panoramic photograph, explain how the photographer has chosen to represent the cultural, geographic, economic, historical or social landscape at a particular time or place. In your explanation, consider:
 - What is presented in the foreground?
 - How the foreground scene differs from the background scene?
 - What is the impact of the scene on the audience?



Year 9 The Arts

Focus

Students use their creativity, imagination and senses to express ideas across a range of social, cultural, historical, spiritual, political, technological and economic contexts through Dance, Drama, Music, Media and Visual Art.

Ways of working—students are able to:

- Respond by deconstructing arts works in relation to social, cultural, historical, spiritual, political, technological and economic contexts, using arts elements and languages

Knowledge and understanding—students know and understand:

Media

Media involves constructing meaning, considering specific audiences and specific purposes, by manipulating media languages and technologies to shape representations.

- Still and moving images, sounds and words are used to construct and reconstruct meaning in media texts
- Media techniques and practices are used to market, promote, deliver and exhibit media texts
- Representations of different beliefs and ideas in media texts are influenced by regulations and by contexts of audiences, producers and institutions

Knowledge and understanding—students know and understand:

Visual Arts

Visual Art involves manipulating visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering specific audiences and specific purposes, through images and objects.

- Ideas are researched to inform visual responses that consider social and cultural issues
e.g. using ideas about the history of cultural contact in Australia to inform a sculptural response promoting reconciliation.



Key focus questions for learning and reflection:

- Which of the cultural, geographic, economic, historical and social landscapes featured in the panoramic photographs would be immediately recognisable as being uniquely 'Queensland' to someone living in another part of Australia or overseas.
- Which panoramic photographs would most appeal to tourists? Why? Describe the elements you would use to construct a panoramic photograph for an audience of overseas tourists?
- How does a panoramic photography distort the image of a streetscape or landscape?
- Examine one of panoramic photographs of a significant occasions or commemorative civic event, describe:
 - What is happening in the photograph?
 - How the photographer has framed the shot?
 - What type of shot the photographer has used?
 - What impact the shot has on you the viewer?
- Discuss how the photographer's beliefs and practices may have influenced how particular photographs were constructed.
- Imagine you are an early Queensland pioneer. Role play using a panoramic camera the setting up of a panoramic photograph. What elements would you consider important enough to document? Develop criteria for inclusion.



Year 10 History Guidelines

The learning statements are structured around Ways of working and Knowledge and understanding.

Ways of working are developed from the processes of historical inquiry, which include the investigation of key historical ideas based on five major aspects:

- definitions
- sources
- backgrounds, changes and continuities: motives and causes
- effects, interests and arguments
- reflections and responses.

Knowledge and understanding statements are organised by the concepts of:

- time, continuity and change
- culture and identity
- systems.

These concepts represent the “big ideas” of historical learning and provide a framework to organise historical understandings.

Ways of working—students are able to:

- analyse and interpret explicit and implicit meanings in a range of historical sources
- evaluate sources of evidence for their worth, including their relevance, reliability, authenticity, purpose, bias and perspective
- draw conclusions and make decisions supported by interpretations of evidence
- reflect on the nature of historical sources, recognising inherent values and beliefs, and the tentative and interpretive qualities

Knowledge and understanding—students know and understand:

Time, continuity and change

Changes and continuities are connected to particular events, people and movements, understood through key historical ideas, definitions and concepts, and interpreted from different standpoints.

- Past events are classified, organised and interpreted using descriptions of time and ideas which locate social, political, economic and cultural changes and continuities.
- Past events reveal values, beliefs and assumptions that have changed and continue to impact on present-day Australian public policy and community views.
- Historians and public figures influence the points of view from which historical events are analysed, and how evidence of the past is interpreted





Key focus questions for learning and reflection

- Analyse how significant events, people and places in early Queensland as depicted in a panoramic photograph or the collection could be re-created from a different perspective.
- Discuss how the photographer's beliefs and practices may have influenced how particular photographs were constructed.
- Interrogate panoramic photographs of significant occasions and disasters, and commemorative civic events to characterise Queensland society at a particular time and place.
- Examine the panoramic photograph of Anzac Day. What does it reveal about how the importance of ANZAC Day at this time and place? What remains the same and what is different about the role of ANZAC Day in regional communities today?
- Examine the panoramic photographs of laying of the Foundation Stone for the Holy Name Cathedral and attending the Exhibition. Consider:
 - What does the photograph portray about who was there and their personal situation, for example socio-economic status or culture?
 - How did people in these photographs express their personal identity?
 - What activities or events bring large numbers of Queensland people together today?
 - What is the same and what is different about these forms of celebrations and commemorations?
- Draw your own conclusions on the value of the *Panoramic Queensland* collection, by identifying gaps in the story of Queensland. Who and what events are not included?
- Develop your own collection of twenty images to illustrate the range of Queensland's cultural, geographic, economic, historical and social landscapes. What criteria would you use to guide selection of the images? Your criteria should consider the interests of audience, the aims of the host institution displaying the exhibition and be representative of Queensland diverse landscapes.



Year 10 Geography Guidelines

Students of Geography use a geographical inquiry process which is framed around the following questions:

- What and where are these issues or patterns being studied?
- How and why do these issues and patterns develop?
- What are the impacts of these issues and patterns?
- What is being done or what could be done to devise creative and innovative plans to sustainably manage these impacts?

Knowledge and understanding is organised by the concepts of *Place*, *Space*, and *Systems* (*political, economic, social and environmental*). Central to the understanding of these concepts is that they are shaped by cultural perceptions and link to social, political, economic and environmental contexts.

Ways of working—students are able to:

- interpret a variety of maps, images (aerial, oblique, ground photographs, satellite images), tables, graphs and diagrams
- identify and explain patterns, trends and relationships in geographical data and information
- analyse the characteristics of geographical features and processes

Knowledge and understanding—students know and understand:

Place

Places have absolute and relative locations (site and situation). Complex human and physical factors cause variations in their features and uses over time that contribute to a place being what it is.

- The Australian environment has impacted on the way people interact with place and space and this can be seen in the different relationships with the land.



Key focus questions for learning and reflection:

- Critically compare representations of people, events and places in the panoramic photographs at different points of time, e.g. the Brisbane River, regional Queensland, the Expo 88.
- Interpret and critique the cultural, geographic, economic, historical and social landscapes of early Queensland and compare to present day Queensland identifying changes to these landscapes
- Imagine how natural disasters or building development might impact on the vistas depicted in the historic panoramic photographs. Write a news story documenting one of the events that may have caused a view to change over the years.



Year 10 The Arts— Media and Visual Arts

Learning in The Arts embeds Knowledge and understanding into the Ways of working for each discipline. The Ways of working in the arts involve:

- processes such as selecting, combining, shaping, refining, applying new understandings and justifying future applications of arts elements and concepts
- considering the purpose of the audience and the style, function and context for creating, presenting, responding and reflecting on artworks
- embracing change, ambiguity, multiple interpretations and the posing of alternative ways of working, thinking, perceiving and viewing.

Media: Ways of working—students are able to:

Analyse and evaluate products and their contexts of production and use, with justification, by applying the key concepts

Media: Knowledge and understanding—students know and understand:

Media production and use involves expressing ideas in a variety of contexts, genres and styles through the key concepts of technologies, representation, audiences, institutions and languages.

- Technologies are the tools and associated processes that are used to express ideas in media production and use.
- Representations are constructions of people, places, events, ideas and emotions that are applied to express ideas in media production and use.
- Audiences are individuals and groups of people for whom media products are made and who make meanings when they use these products.
- e.g. After watching a film, reflecting on the personal experiences, values, beliefs and attitudes that influence how one interprets and uses the product to make it meaningful.
- Institutions are the organisations and people whose operational processes and practices enable or constrain media production and use.
e.g. Evaluating the effect on the film industry of the breakdown of the classical studio system in Hollywood.



Year 10 The Arts—Visual Arts

Visual Arts: *Ways of working*—students are able to:

- analyse, interpret, evaluate and reflect on images and objects by artists, designers and craftspeople within context, using visual language and expression to justify responses
- reflect on their own learning, apply new understandings and make connections to inform future visual art experiences.

Visual Arts: *Knowledge and understanding*—students know and understand:

Visual Art involves using visual language and expression, techniques, processes, materials and technologies to communicate meaning in a range of contexts to make and appraise artwork.

- Visual language and expression are the vocabulary and tools used to communicate aesthetic understanding of concepts, focus, context and media areas.
- Contexts are frames of reference that define the focus, allowing intended and suggested meaning to evolve.
- Materials and technologies organise knowledge, skills, techniques and processes, and can be used in isolation or in combination to make images and objects.



Key focus questions for learning and reflection:

- Which panoramic photographs would most appeal to tourists? Why? How would you construct a scene for a panoramic photograph for an audience of overseas tourists?
- Select a panoramic photograph, explain how the photographer has chosen to represent the cultural, geographic, economic, historical or social landscape at a particular time or place. In your explanation, consider:
 - What is presented in the foreground?
 - How the foreground scene differs from the background scene?
 - What is the impact of the scene on the audience?
- Examine the panoramic photographs of Expo 88, where might the photographer have been standing to take the image? Can you identify the vantage point? Why are panoramic photographs taken from helicopters today?
- How well does the Panoramic Queensland exhibition tell the story of Queensland, for example does it provide a glimpse of people's lives in the past, the present, or even the future?
- What is the point of view presented in the Panoramic Queensland exhibition on Queensland's past?



Senior Syllabus Geography (2007)

The Panoramic Queensland exhibition provides students with the opportunity to engage with depictions of Queensland's cultural, geographic, economic, historical and social landscapes over the past 150 years. Students can apply a range of geographical skills, including interpreting photographs to develop knowledge and understanding of these landscapes, especially in investigations related to the Theme 2 Social environments: Focus unit 4: Connecting people and places.

Senior Syllabus Modern History (2004)

The John Oxley Library's collection of panoramic photographs provides a timely view of how Queensland's cultural, geographic, economic, historical and social landscapes have changed during the past 150 years. The Panoramic Queensland exhibition provides students with the opportunity to interrogate the rich visual record of the period from the granting of statehood through to Expo 88, a pivotal moment in the State's recent history. The collection of panoramic photographs may provide material for students engaged in studies related to the following themes:

- 5. the history of everyday lives
- 8. people and environments in history
- 10. local history
- 13. studies of change

Senior Syllabus Visual Arts (2007)

The John Oxley Library's collection of panoramic photographs provides students with the opportunity to consider how meanings are constructed and "read". In appraising panoramic photographs students examine the photographer's artistic expression as well as critically analysing the story of Queensland as presented in this collection of panoramic photographs. Students have the opportunity to examine personal and community perspectives towards Queensland's past and present as presented in the panoramic photographs.

