

Famous Australians

Madame Tussauds Sydney — Schools Resource

NSW Syllabus: History K–10 | **Stage:** Stage 3 (Years 5–6)

About this resource

This resource uses Madame Tussauds Sydney's Australian figures to explore the syllabus focus on Australia as a nation — the people, movements and achievements that have shaped it.

Curriculum outcomes addressed

- **HT3-3** — identifies change and continuity and describes the causes and consequences of change on Australian society
- **HT3-4** — describes and explains the struggles for rights and freedoms in Australia
- **HT3-5** — applies a variety of skills of historical inquiry and communication

Key inquiry question

What contributions have significant Australians made to our nation, and how has Australian identity changed over time?

Exercise 1: What Do We Already Know? (Classroom — Pre-Visit)

Format: Classroom based | 20 minutes

1. As a class, brainstorm famous Australians students already know — from any field: sport, politics, science, entertainment, activism.
2. In pairs, choose one and discuss what they contributed and why they're remembered.
3. Introduce the idea that "significant Australian" can mean different things — nation-builders, changemakers, record-breakers, cultural icons.

Exercise 2: Meet the Australians (Excursion — In-Venue)

Format: Excursion based | Individual worksheet

Find three Australian figures in the gallery.

1. Who are they, and what field are they known for?
2. What do you think their biggest contribution to Australia has been?
3. Choose one figure who you think represents a change in Australian society (e.g. changing attitudes, new opportunities, breaking a barrier). Explain your reasoning in 2–3 sentences.

Extension: Which Australians do you think are missing from this gallery? Who would you nominate, and why?

Exercise 3: Nominate an Australian (Classroom — Post-Visit)

Format: Classroom based | Extended task

Imagine your class is choosing the next Australian to be added to Madame Tussauds Sydney.

1. Research a significant Australian (from history or today) using at least two sources.
2. Write a nomination letter (200–250 words) explaining their achievements and why they deserve recognition.
3. Include a "did you know?" fact that most people wouldn't already know about them.

Teacher note: This task can be presented as a class vote, gallery walk, or persuasive writing assessment piece, and links well to HT3-4 if students choose a figure connected to rights and freedoms movements.

Madame Tussauds

Exercise 1: What Do We Already Know? (Classroom — Pre-Visit)

Format: Classroom-based | 20 minutes

1. As a class, brainstorm famous Australians students already know — from any field: sport, politics, science, entertainment, activism.

Famous Australians we know:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

1. In pairs, choose one and discuss what they contributed and why they're remembered.

Our chosen Australian:

What they contributed:

Why they're remembered:

A "significant Australian" can mean different things — nation-builders, changemakers, record-breakers, cultural icons.

Madame Tussauds

Exercise 2: Meet the Australians (Excursion — In-Venue)

Format: Excursion based | Individual worksheet

Find three Australian figures in the gallery.

Figure 1

Name: _____

Field: _____

Who are they, and what field are they known for?

Figure 2

Name: _____

Field: _____

Who are they, and what field are they known for?

Figure 3

Name: _____

Field: _____

Who are they, and what field are they known for?

1. What do you think their biggest contribution to Australia has been?

Figure 1: _____

Figure 2: _____

Figure 3: _____

1. Choose one figure who you think represents a change in Australian society (e.g. changing attitudes, new opportunities, breaking a barrier). Explain your reasoning in 2–3 sentences.

My chosen figure: _____

How they represent change:

Extension: Which Australians do you think are missing from this gallery? Who would you nominate, and why?

Missing Australian I would nominate: _____

Why:

Madame Tussauds

Exercise 3: Nominate an Australian (Classroom — Post-Visit)

Format: Classroom based | Extended task

Imagine your class is choosing the next Australian to be added to Madame Tussauds Sydney.

1. Research a significant Australian (from history or today) using at least two sources.

My chosen Australian: _____

Source 1: _____

Source 2: _____

Key facts and achievements:

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

1. Write a nomination letter (200–250 words) explaining their achievements and why they deserve recognition.

My Nomination Letter

[illegible]

1. Include a "did you know?" fact that most people wouldn't already know about them.

Madame Tussauds