

## Cross Curriculum Priorities



## General Capabilities



## YEAR 4 ACHIEVEMENT STANDARD

By the end of Year 4, students explain how and why life changed in the past, and identify aspects of the past that remained the same. They describe the experiences of an individual or group over time. They recognise the significance of events in bringing about change.

Students sequence events and people (their lifetime) in chronological order to identify key dates. They pose a range of questions about the past. They identify sources (written, physical, visual, oral), and locate information to answer these questions. They recognise different points of view. Students develop and present texts, including narratives, using historical terms.

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| <p><b>The diversity and longevity of Australia's first peoples and the way they are connected to country and place [ACHHK077]</b></p> <p><b>Elaborations</b></p> <ul style="list-style-type: none"> <li>Examining early archaeological sites (for example Nauwalabila, Malakunanja, Devil's Lair, Lake Mungo, Preminghana) that show the longevity of the Aboriginal people</li> <li>Mapping the diversity of Aboriginal and Torres Strait Islander language groups in Australia, with particular emphasis on the local area and state/territory</li> <li>Investigating pre-contact ways of life of the Aboriginal people and/or Torres Strait Islanders; their knowledge of their environment including land management practices; their sense of the interconnectedness of Country/ Place, People, Culture and Identity; and some of their principles (such as caring for country, caring for each other and respecting all things)</li> <li>Studying totems in the lives of Aboriginal and/or Torres Strait Islander Peoples and examining the differences between their totems</li> </ul>   | <p><b>The journey(s) of AT LEAST ONE word navigator, explorer or trader up to the late 18th century, including their contacts with other societies and any impacts [ACHHK078]</b></p> <p><b>Elaborations</b></p> <ul style="list-style-type: none"> <li>contacts with Africa, the Americas, Asia and Oceania during the age of discovery; examining the journey of one or more of these explorers (for example Christopher Columbus, Vasco de Gama, Ferdinand Magellan) using internet mapping tools, and examining their impact on one society</li> <li>using navigation maps to reconstruct the journey of one or more explorer</li> <li>investigating networks of exchange between different groups of people</li> </ul> | <p><b>Stories of the First Fleet, including reasons for the journey, who travelled to Australia and their experiences after arriving [ACHHK079]</b></p> <p><b>Elaborations</b></p> <ul style="list-style-type: none"> <li>discussing reasons for the First Fleet journey, including an examination of the wide range of crimes punishable by transportation, and looking at the groups who were transported</li> <li>discussing the treatment of prisoners at that time, and past and present views on the colonisation of Australia; investigating the daily lives and social standing of those who travelled to Australia on the First Fleet, including families, children and convict guards</li> </ul> | <p><b>The nature of contact between Aboriginal people and/or Torres Strait Islanders and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example families and the environment. [ACHHK080]</b></p> <p><b>Elaborations</b></p> <ul style="list-style-type: none"> <li>Investigating contact with Aboriginal and Torres Strait Islander peoples before 1788 (for example the repulsion of the Dutch at Cape Keerweer in 1606 and the trade between the Macassans and the Yolngu people)</li> <li>Comparing the European concept of land ownership with the Aboriginal and Torres Strait Islander peoples' relationship with the land and sea, and how this affected relations between them</li> <li>Exploring early contact history with the British (for example Pemulwuy or the Black War) and the impact that British colonisation had on the lives of Aboriginal people (dispossession, dislocation and the loss of lives through conflict, disease, loss of food sources and medicines)</li> <li>exploring whether the interactions between Europeans and Aboriginal and Torres Strait Islander peoples had positive or negative effects</li> <li>examining landscape paintings and accounts of flora and fauna (by observers such as Watkin Tench and David Collins) to determine the impact of early British colonisation on the environment</li> </ul> |
| <p><a href="http://en.wikipedia.org/wiki/Devil's_Lair">http://en.wikipedia.org/wiki/Devil's_Lair</a> Some background information on the Devils' Lair site. <a href="http://www.didjshop.com/shop1/AbCulturecart.html">http://www.didjshop.com/shop1/AbCulturecart.html</a> Some information about the traditional Aboriginal way of life. <a href="http://www.nma.gov.au/kidz/learn_and_play/saibai_island_canoes/">http://www.nma.gov.au/kidz/learn_and_play/saibai_island_canoes/</a> An interactive activity that lets students learn about the Torres Strait Islander way of life. <a href="http://www.mcc.murdoch.edu.au/multimedia/nyungar/menu9.htm">http://www.mcc.murdoch.edu.au/multimedia/nyungar/menu9.htm</a> Fantastic site with lots of information about the Nyungar people. The glossary is especially good as it pronounces the words for the students. <a href="http://www.abc.net.au/dustechoes/dustEchoesFlash.htm">http://www.abc.net.au/dustechoes/dustEchoesFlash.htm</a> A collection of animated, traditional Aboriginal tales, each with its own study guide containing an overview of the story and suggested classroom activities.</p> | <p><a href="http://www.socialstudiesforkids.com/articles/worldhistory/magellan1.htm">http://www.socialstudiesforkids.com/articles/worldhistory/magellan1.htm</a> Biography of Ferdinand Magellan <a href="http://library.thinkquest.org/4034/dagama.html">http://library.thinkquest.org/4034/dagama.html</a> Biography of Vasco De Gama <a href="http://www.socialstudiesforkids.com/articles/worldhistory/columbus1.htm">http://www.socialstudiesforkids.com/articles/worldhistory/columbus1.htm</a> Biography of Christopher Columbus <a href="http://www.abc.net.au/navigators/default.htm">http://www.abc.net.au/navigators/default.htm</a> Great resource with a few interactive, about Matthew Flinders.</p>          | <p><a href="http://www.janesoceania.com/australia_europeans/index.htm">http://www.janesoceania.com/australia_europeans/index.htm</a> Information about the First Fleet landing and interactions with some indigenous people. Botany Bay Unit of Work Access this one through the DET Portal, via the National Digital Learning Resources Network link.</p>   | <p>The First Australians<br/>This is a DVD resource and is rated PG. While some of the language may be above year four students, it does give insight into what indigenous people may have thought of the first European settlers and their early interactions with them. You will need parental permission to show this.</p> <p><b>** Images and paintings are accessible via the DET portal, via the National Digital Learning Resources Network Link.</b><br/><b>*** I also recommend the RIC Publications 'Australian History' series book E.</b></p>   |

## CONTENT DESCRIPTORS: HISTORICAL SKILLS

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| <p><b>Sequence historical people and events. [ACHHS081]</b></p> <p><b>Elaborations</b></p> <ul style="list-style-type: none"> <li>Placing key events and people of early contact his-tory in chronological order by creating timelines and ex-plain-ing the sequence</li> </ul> | <p><b>Use historical terms [ACHHS082]</b></p> <p><b>Elaborations</b></p> <ul style="list-style-type: none"> <li>Using historical terms when talking about the past (for example 'penal', 'transportation', 'navigation', 'frontier', 'conflict', 'colonisation')</li> <li>Identifying the origins of place names in Australia (for example those named by French explorers, Aboriginal place names)</li> </ul> | <p><b>Pose a range of questions about the past. [ACHHS083]</b></p> <p><b>Elaborations</b></p> <ul style="list-style-type: none"> <li>Generating questions about the diversity and antiquity of Aboriginal and Torres Strait Islander peoples, and the nature of contact in early Australia (for example 'Who?' 'What?' 'When?' 'Where?' 'Why?' questions)</li> <li>Posing questions about explorers (for example 'Who were they?' 'Where were they from?' 'Where did they go?' 'What did they do?')</li> <li>Posing questions about the First Fleet (for example 'Why did the First Fleet travel to Australia?' 'Who was on it?' 'What were their stories?' 'What was the journey like?')</li> </ul> | <p><b>Identify sources [ACHHS216]</b></p> <p><b>Elaborations</b></p> <ul style="list-style-type: none"> <li>identifying sources to investigate the story of the First Fleet and its arrival, such as paintings, maps, written records/accounts</li> </ul> | <p><b>Locate relevant information from sources provided [ACHHS084]</b></p> <p><b>Elaborations</b></p> <ul style="list-style-type: none"> <li>Finding historical information to determine the nature of colonial settlement, the impact of significant events and the role of individuals in shaping a colony</li> </ul> | <p><b>Identify different points of view. [ACHHS085]</b></p> <p><b>Elaborations</b></p> <ul style="list-style-type: none"> <li>Exploring different stories about contact experiences and early penal life to discover the thoughts or feelings of the people at that time (for example convicts, Aboriginal and Torres Strait Islander people, convict guards, free settlers)</li> </ul> | <p><b>Develop texts, particularly narratives. [ACHHS086]</b></p> <p><b>Elaborations</b></p> <ul style="list-style-type: none"> <li>Listing key events and people's experiences and linking them together to form a narrative about the past</li> <li>Recounting the experiences of an individual based on researched facts (for example a biography, diary or journal of a navigator or convict on the First Fleet)</li> </ul> | <p><b>Use a range of communication forms (oral, graphic, written) and digital technologies. [ACHHS087]</b></p> <p><b>Elaborations</b></p> <ul style="list-style-type: none"> <li>Creating charts, pictorial stories, maps, digital and oral presentations to explain the past</li> <li>Making a podcast that fea-tures a story from the First Fleet</li> </ul> |
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