

Cross Curriculum Priorities



General Capabilities



YEAR 5 ACHIEVEMENT STANDARD

By the end of Year 5, students identify the causes and effects of change on particular communities, and describe aspects of the past that remained the same. They describe the different experiences of people in the past. They describe the significance of people and events in bringing about change.

Students sequence events and people (their lifetime) in chronological order, using timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and record information related to this inquiry. They examine sources to identify points of view. Students develop, organise and present their texts, particularly narratives and descriptions, using historical terms and

CONTENT DESCRIPTORS: HISTORICAL KNOWLEDGE AND UNDERSTANDING

<p>Reasons (economic, political and social) for the establishment of the British colonies in Australia after 1800 [ACHHK093]</p> <p>Elaborations</p> <ul style="list-style-type: none"> Investigating the reasons for the establishment of one or more British colonies such as a penal colony (for example Moreton Bay, Van Diemen's Land) or a colony that later became a state (for example Western Australia, Victoria) 	<p>The nature of a convict or colonial settlement in Australia, including factors that influenced patterns of settlement, aspects of the daily life of its different inhabitants and how they changed the environment. [ACHHK094]</p> <p>Elaborations</p> <ul style="list-style-type: none"> Investigating colonial life to discover what life was like at that time for different inhabitants (for example a European family and an Aboriginal or Torres Strait Islander Language group, a convict and a free settler, a sugar cane farmer and an indentured labourer) in terms of clothing, diet, leisure, paid and unpaid work, language, housing and household chores Mapping local, regional and state/territory rural and urban settlement patterns in the 1800s, and noting factors such as geographical features, climate, water resources, the discovery of gold, transport and access to port facilities that shaped these patterns Investigating the impact of settlement on the environment (for example comparing the present and past landscape and the flora and fauna of the local community) 	<p>The impact of a significant development or event in a colony; e.g. Frontier conflict, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought. [ACHHK095]</p> <p>Elaborations</p> <ul style="list-style-type: none"> Investigating an event or development and explaining its economic, social and political impact on a colony (for example the consequences of frontier conflict events such as the Myall Creek Massacre, the Pinjarra Massacre; the impact of South Sea Islanders on sugar farming and the timber industry; the impact of the Eureka Stockade on the development of democracy) Creating 'what if' scenarios by constructing different outcomes for a key event, for example 'What if Peter Lalor had encouraged gold miners to pay rather than resist licence fees?' 	<p>The reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony. [ACHHK096]</p> <p>Elaborations</p> <ul style="list-style-type: none"> Identifying the reasons why people migrated to Australia in the 1800s (for example as convicts; assisted passengers; indentured labourers; people seeking a better life such as gold miners; and those dislocated by events such as the Industrial Revolution, the Irish Potato Famine and the Highland Clearances). Investigating the experiences and contributions of a particular migrant group within a colony (for example Germans in South Australia, Japanese in Broome, Afghan Cameleers in the Northern Territory, Chinese at Palmer River, Pacific Islanders in the Torres Strait) Connecting (where appropriate) stories of migration to students' own family histories. 	<p>The role that a significant individual or group played in shaping a colony e.g. Explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, Aboriginal/Torres Strait Islander peoples. [ACHHK097]</p> <p>Elaborations</p> <ul style="list-style-type: none"> Investigating the contribution or significance of an individual or group to the shaping of a colony in the 1800s (for example groups such as explorers or pastoralists; or individuals such as Blaxland, Lawson and Wentworth, G.J.Macdonald, Elizabeth and John Macarthur, Caroline Chisholm, Saint Mary Mackillop, Peter Lalor, James Unaipon). Exploring the motivations and actions of an individual or group that shaped a colony.
<p>http://en.wikipedia.org/wiki/Convicts_in_Australia Information on penal colonies. http://australia.gov.au/about-australia/australianstory/convicts-and-the-british-colonies Some good information and links to other relevant related sites. http://www.aussieeducator.org.au/tertiary/subjects/history/australian/convicts.html Links to lots of sites with relevant information. Includes an animated map of their voyage. http://www.sl.nsw.gov.au/discover_collections/history_nation/terra_australis/firstfleet.html Botany Bay Unit of Work Access this one through the DET Portal, via the National Digital Learning Resources Network link.</p>	<p>Botany Bay Unit of Work Access this one through the DET Portal, via the National Digital Learning Resources Network link. http://www.aussieeducator.org.au/tertiary/subjects/history/australian/convicts.html Links to lots of sites with relevant information. http://www.parliament.nsw.gov.au/prod/web/common.nsf/key/historyearlyeuropeansettlement Information from the New South Wales Government website. http://www.gallagherclan.org/Australia_irish_australia.aspx Contains an image of Sydney Cove in the 1800's http://www.firstfleet.org.au/Sydney.html Contains an image of Sydney Cove now. Books to help to integrate this topic with Literacy • My Place by Nadia Wheatley and Donna Rawlings http://www.walkerbooks.com.au/statics/dyn/1218001059961/My-Place-Classroom-Ideas.pdf This link contains a unit of work on this particular book. Also see: http://www.myplace.edu.au/home.html This is a website for the ABC series that is based on the book above. Some great activities and links.</p>	<p>http://www.nma.gov.au/kidz/learn_and_play/gold_rush/ An interactive game for students to play that gives an insight into life during the gold rush in NSW. http://www.nma.gov.au/exhibitions/irish_in_australia/building_a_new_life/slideshow_1_1.html Background information about the Eureka Stockade. http://www.kidcyber.com.au/topics/goldeureka.htm Information that is accessible to students and includes other relevant links to life on the gold fields. http://www.westaustralianvista.com/pinjarra.html Outlines briefly what took place. http://www.mandurahcommunitymuseum.org/downloads/Pinjarra%20Massacre.pdf A printable resource with a significant amount of information about the Pinjarra Massacre.</p>	<p>Immigration Timeline http://eplanner.education.tas.gov.au/item/edres/b7b87a46-224d-71b6-1b72-be995f251171/1/Timeline.zip/index.html This one is based on Tasmania rather than Australia as a whole, but a fantastic interactive resource with links to detailed information.</p>	<p>http://www.davidreilly.com/australian_explorers/blaxland/blaxland_easier.htm Information about Blaxland, Wentworth and Lawson. http://www.abc.net.au/schoolstv/australians/chisholm.htm A biography of Carline Chisholm. http://www.southernhistory.com.au/mackillop.htm A biography of Saint Mary Mackillop.</p>

CONTENT DESCRIPTORS: HISTORICAL SKILLS

<p>Sequence historical people and events. [ACHHS098]</p> <p>Elaborations</p> <ul style="list-style-type: none"> Compiling an annotated timeline showing key stages in the development of colonial Australia including the date of European settlement in each state, the date the colony was established, the date of self-government 	<p>Use historical terms [ACHHS066]</p> <p>Elaborations</p> <ul style="list-style-type: none"> Using historical terms (such as the gold era, the Eureka Stockade, the Myall Creek Massacre, colony). Understanding the key concepts related to the content such as settlement, expansion, migration, protection, development, rural, urban) 	<p>Identify questions to inform an historical enquiry. [ACHHS100]</p> <p>Elaborations</p> <ul style="list-style-type: none"> Developing key questions about the local community or region (for example: 'Why was the area settled?' 'What people came to live in the area?' 'How did they make their living?' 'How did men, women, and children live?') 	<p>Identify and locate a range of relevant sources. [ACHHS101]</p> <p>Elaborations</p> <ul style="list-style-type: none"> Using internet search engines, museums, library catalogues and indexes to find material relevant to an inquiry (for example primary sources such as stories, songs, diaries, official documents, artworks) Understanding the internet domain names 'com', 'edu', 'gov' as indicators of the provenance of a source Visiting a local cemetery and surveying the graves to find clues about the patterns of settlement, ages and causes of death in the local area 	<p>Locate information related to inquiry questions in a range of sources. [ACHHS102]</p> <p>Elaborations</p> <ul style="list-style-type: none"> Finding relevant historical information about colonial Australia from primary and secondary sources Using proformas and datasheets to develop questions, and record information and sources/ references. 	<p>Compare information from a range of sources. [ACHHS103]</p> <p>Elaborations</p> <ul style="list-style-type: none"> Examining two sources of evidence to identify similarities and/or differences, and describing what they reveal about the past Checking publication dates to put information contained in a text in historical context (for example a 1965 Australian history book may provide a different perspective to one published in 2010) 	<p>Identify points of view in the past and present. [ACHHS104]</p> <p>Elaborations</p> <ul style="list-style-type: none"> Identifying the different motives and experiences of individuals and groups in the past (for example the reasons people migrated to Australia and their diverse experiences) 	<p>Develop historical texts, particularly narratives and descriptions, which incorporate source material. [ACHHS105]</p> <p>Elaborations</p> <ul style="list-style-type: none"> Using sources to develop narratives (for example reasons for the establishment of colonies, effects of key developments and events on colonies, the impact of significant groups or individuals on development) Using some of the language devices of narratives, evocative vocabulary, and literary sentence structures but using real characters and events to tell their story Creating visual, oral or written journals reflecting the daily life experiences of different inhabitants of a convict or colonial settlement 	<p>Use a range of communication forms (oral, graphic, written) and digital technologies. [ACHHS106]</p> <p>Elaborations</p> <ul style="list-style-type: none"> Using ICT to create presentations which are suitable for the target audience and include text, images and/or audiovisuals. Using communication technologies to exchange information and to foster a collaborative response (for example a wiki)
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