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| **History Unit: FIRST CONTACTS** | **Stage 2** |
| **Duration:**  |
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| **Unit description** | **Key inquiry questions** |
|  | * Why did the great journeys of exploration occur?
* What was life like for Aboriginal and/or Torres Strait Islander peoples before the arrival of the Europeans?
* Why did Europeans settle in Australia?
* What was the nature and consequence of contact between Aboriginal and/or Torres Strait Islander peoples and early traders, explorers and settlers?
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| **Outcomes** | **A student:** * describes people, events and actions related to world exploration and its effects **HT2-3**

 * describes and explains effects of British colonisation in Australia **HT2-4**
* applies skills of historical inquiry and communication **HT2-5**

***Add cross curriculum outcomes here****….* |

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| [**Historical Skills**](http://syllabus.bostes.nsw.edu.au/hsie/history-k10/continuum-of-skills/) | **Comprehension: chronology, terms and concepts*** respond, read and write to show understanding of historical matters
* sequence familiar people and events
* use historical terms

**Analysis and use of sources*** locate relevant information from sources provided

**Perspectives and interpretations*** identify different points of view within an historical context

**Empathetic understanding*** explain how and why people in the past may have lived and behaved differently from today

**Research*** pose a range of questions about the past
* plan an historical inquiry

**Explanation and communication*** develop texts, particularly narratives
* use a range of communication forms (oral, graphic, written) and digital technologies
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| [**Historical Concepts**](http://syllabus.bostes.nsw.edu.au/hsie/history-k10/continuum-of-concepts/) | **Continuity and change:** some things change over time and others remain the same* changes and continuities due to British colonisation of Australia

**Cause and effect:** events, decisions or developments in the past that produce later actions, results or effects* reasons for a particular historical development, eg journey of the First Fleet

**Perspectives:** people from the past will have different views and experiences* different points of view within an historical context, eg a British and an Aboriginal perspective on the arrival of the British in Australia

**Empathetic understanding** an understanding of another’s point of view, way of life and decisions made in a different time* how and why people in the past may have lived and behaved differently from today

**Significance:** the importance of an event, development or individual/group* the importance and meaning of national commemorations and celebrations, and the importance of a person or event
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| **CONTENT** |
| *The diversity and longevity of Australia's first peoples and the ways*[*Aboriginal and/or Torres Strait Islander peoples*](http://syllabus.bostes.nsw.edu.au/glossary/hst/aboriginal/?ajax)*are connected to*[*Country*](http://syllabus.bostes.nsw.edu.au/glossary/hst/country-land/?ajax)*and Place (land, sea, waterways and skies) and the implications for their daily lives (ACHHK077)***Students:*** identify the original inhabitants of Australia and create a timeline indicating their longevity in Australia of more than 50,000 years AHCN
* investigate, drawing on Aboriginal and Torres Strait Islander community representatives (where possible) and other[sources](http://syllabus.bostes.nsw.edu.au/glossary/hst/source/?ajax), the traditional Aboriginal way of life, focusing on people, their beliefs, food, shelter, tools and weapons, customs and ceremonies, art works, dance, music, and relationship to Country AHCSEICT

*The journey(s) of at least ONE world navigator, explorer or trader up to the late eighteenth century, including their contacts with other societies and any impacts (ACHHK078)***Students:*** discuss the [significance](http://syllabus.bostes.nsw.edu.au/glossary/hst/significance/?ajax) of opening of world trade routes by early explorers such as Vasco da Gama, Columbus, Magellan CCTA
* outline the voyages of ONE early explorer, eg Zheng He, Torres, Jansz, Tasman, Captain Cook or La Perouse, and explain the impact of their voyages CCT
* discuss the question: 'Who discovered Australia?' CCTN

*Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival(ACHHK079)***Students:*** identify reasons for the voyage of the First Fleet and explain why various groups were passengers
* describe the establishment of the British colony at Port Jackson CCLAHC
* using a range of sources, investigate the everyday life of ONE of the following who sailed on the First Fleet and lived in the early colony: a soldier, convict, ex-convict, official DDICTL

*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)***Students:*** describe the nature of contact between Aboriginal people and/or Torres Strait Islander peoples and others, including Aboriginal resistance AHCIU
* explain the term [*terra nullius*](http://syllabus.bostes.nsw.edu.au/glossary/hst/terra-nullius/?ajax) and describe how this affected the British attitude to Aboriginal and Torres Strait Islander peoples AHCCCT
* use sources to identify different [perspectives](http://syllabus.bostes.nsw.edu.au/glossary/hst/perspective/?ajax) on the arrival of the British to Australia AHC
* outline the impact of early British [colonisation](http://syllabus.bostes.nsw.edu.au/glossary/hst/colonisation/?ajax) on Aboriginal and Torres Strait Islander peoples' country AHC
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| **FIRST CONTACTS** |
| **Contributing Question**  |
| **Learning Intentions****(WALT)** | **Teaching/Learning Activities** | **WILF/Assessment**  | **Resources** |
| **Whole Class Learning** | **Independent / Guided Learning** |
| ***Core****We are learning to...****Extension****We are learning to...* |  |  |  | [History Syllabus](http://syllabus.bostes.nsw.edu.au/hsie/history-k10/) |
| **Support**  | **Extension** |

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| **ASSESSMENT** |
| Assessment for Learning | Assessment as Learning | Assessment of Learning |
| *“Assessment for learning* involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as ‘formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.” | *“Assessment as learning* occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning” | “*Assessment of learning* assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as ‘summative assessment', it usually occurs at defined key points during a unit of work or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of *assessment of learning* for grading or ranking depends on the validity and reliability of activities. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.” |
| **HT2-3** describes people, events and actions related to world exploration and its effects | Students will: |
| **HT2-4** describes and explains effects of British colonisation in Australia  | Students will: |
| **HT2-5** applies skills of historical inquiry and communication  | Students will: |
| **Task:** |