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| **History Unit: THE AUSTRALIAN COLONIES** | **Stage 3** |
| **Duration:**  |
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| **Unit description** | **Key inquiry questions** |
|  | * What do we know about the lives of people in Australia's colonial past and how do we know?
* How did an Australian colony develop over time and why?
* How did colonial settlement change the environment?
* What were the significant events and who were the significant people that shaped Australian colonies?
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| **Outcomes** | **A student:** * describes and explains the significance of people, groups, places and events to the development of Australia **HT3-1**

 * describes and explains different experiences of people living in Australia over time **HT3-2**
* applies a variety of skills of historical inquiry and communication **HT3-5**

***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 historical people and events
* use historical terms and concepts

**Analysis and use of sources*** locate information relevant to inquiry questions in a range of sources
* compare information from a range of sources

**Perspectives and interpretations*** identify different points of view in the past and present

**Empathetic understanding*** explain why the behaviour and attitudes of people from the past may differ from today

**Research*** identify and pose questions to inform an historical inquiry
* identify and locate a range of relevant sources to support an historical inquiry

**Explanation and communication*** develop historical texts, particularly narratives and descriptions, which incorporate source material
* use a range of communication forms (oral, written, graphic) 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* aspects of both continuity and change in Australian society over time

**Cause and effect:** events, decisions or developments in the past that produce later actions, results or effects* some causes and effects of an historical event or development, eg migration to Australia

**Perspectives:** people from the past will have different views and experiences* different points of view in the past and present, eg attitudes towards Federation

**Empathetic understanding** an understanding of another’s point of view, way of life and decisions made in a different time* why behaviour and attitudes of people from the past may differ from those of today

**Significance:** the importance of an event, development or individual/group* the importance of the contributions of individuals and groups to their times

**Contestability:** historical events or issues may be interpreted differently by historians* historical events or issues may be interpreted differently by historians, eg British 'invasion' or 'settlement'
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| **CONTENT** |
| *Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800 (ACHHK093)***Students:*** discuss why the British government set up colonies in Australia after 1800 CCEU

*The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of inhabitants (including*[*Aboriginal and Torres Strait Islander peoples*](http://syllabus.bostes.nsw.edu.au/glossary/hst/aboriginal/?ajax)*peoples) and how the environment changed(ACHHK094)***Students:*** outline settlement patterns in the nineteenth century and the factors which influenced them N
* discuss the impact of settlement on local Aboriginal peoples and the environment AHCSE
* discuss the diverse relationships between Aboriginal peoples and the British AHCSE
* investigate the everyday life of a variety of men and women in post-1800 colonial settlements using a range of [sources](http://syllabus.bostes.nsw.edu.au/glossary/hst/source/?ajax) and explain their different experiences DD

*The impact of a*[*significant*](http://syllabus.bostes.nsw.edu.au/glossary/hst/significance/?ajax)*development or event on a colony; for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought (ACHHK095)***Students:*** identify events that have shaped Australia's identity and discuss why they were significant AHCCCIUDD
* use a range of sources to investigate ONE significant development or event and its impact on the chosen colony LICTCCT

*The reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony (ACHHK096)***Students:*** identify the European and Asian countries from which people migrated to Australia during the nineteenth century and reasons for their migration AIU
* investigate the experiences of a particular migrant group and the contributions they made to society IU

*The role that a significant individual or group played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander peoples (ACHHK097)***Students:*** use a range of sources to investigate the role of a particular man, woman or group and the contributions each made to the shaping of the colony CCAHC

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| **THE AUSTRALIAN COLONIES** |
| **Contributing Question**  |
| **Learning Intentions****(WALT)** | **Teaching/Learning Activities** | **WILF**  | **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.” |
| **HT3-1** describes and explains the significance of people, groups, places and events to the development of Australia  | Students will: |
| **HT3-2** describes and explains different experiences of people living in Australia over time  | Students will: |
| **HT3-5** applies a variety of skills of historical inquiry and communication  | Students will: |