

# NESA STAGE 2

## Syllabus Support for the Australian Curriculum

All material provided has been supplied by the NSW Education Standards Authority  
Further information can be found at:

[History K-10 Syllabus \(2012\)](#)

[Education Standards Authority - Advice on assessment](#)

### **'First Contacts'**

By the end of Stage 2, students explain how and why there has been change and continuity in communities and daily life. They identify traces of the past in the present and can explain their significance. They identify celebrations and commemorations of significance in Australia and the world. Students describe and explain how significant individuals, groups and events contributed to changes in the local community over time. They describe people, events, actions and consequences of world exploration. Students identify the importance of Country to Aboriginal and Torres Strait Islander peoples and explain the impact of British settlement in Australia.

### **Objectives**

#### **Knowledge, understanding and skills (Early Stage 1 – 3)**

Students:

- develop knowledge and understanding about the nature of history and key changes and developments from the past
- develop knowledge and understanding about key historical concepts and develop the skills to undertake the process of historical inquiry.

#### **Values and attitudes K–10**

Students will value and appreciate:

- history as a study of human experience
- the opportunity to develop a lifelong interest in and enthusiasm for history
- the nature of history as reflecting differing perspectives and viewpoints
- the opportunity to contribute to a democratic and socially just society through informed citizenship
- the contribution of past and present peoples to our shared heritage.

## Historical Concepts

|                                 |   |
|---------------------------------|---|
| <i>Continuity and change</i>    | some things change over time and others remain the same, eg aspects in the local community that have either changed or remained the same; changes to the lives of Aboriginal people with the arrival of the First Fleet       |
| <i>Cause and effect</i>         | events, decisions or developments in the past that produce later actions, results or effects, eg how conditions and decisions in Britain resulted in the journey of the First Fleet; causes of change in the local area/state |
| <i>Perspectives</i>             | people from the past will have different views and experiences, eg views on the arrival of the British in Australia from a British and an Aboriginal point of view  |
| <i>Empathetic understanding</i> | developing an understanding of another's views, life and decisions made, eg developing an understanding of the life and attitudes of an early colonist or convict   |
| <i>Significance</i>             | importance of an event, development or individual/group, eg the significance/importance of national days/holidays; the significance of the contributions of an early settler  |

## Historical Skills

|  |   |
|--|---|
| <i>Comprehension: chronology, terms and concepts</i> | <ul style="list-style-type: none"><li>• respond, read and write, to show understanding of historical matters</li><li>• sequence familiar people and events (ACHHS081)</li><li>• use historical terms (ACHHS082)</li></ul>         |
| <i>Analysis and use of sources</i>                   | <ul style="list-style-type: none"><li>• locate relevant information from sources provided (ACHHS084, ACHHS215, ACHHS216)</li></ul>  |
| <i>Perspectives and interpretations</i>              | <ul style="list-style-type: none"><li>• identify different points of view within an historical context (ACHHS085)</li></ul>   |
| <i>Empathetic understanding</i>                      | <ul style="list-style-type: none"><li>• explain how and why people in the past may have lived and behaved differently from today</li></ul>  |
| <i>Research</i>                                      | <ul style="list-style-type: none"><li>• pose a range of questions about the past (ACHHS083)</li><li>• plan an historical inquiry</li></ul>  |
| <i>Explanation and communication</i>                 | <ul style="list-style-type: none"><li>• develop texts, particularly narratives (ACHHS070, ACHHS086)</li><li>• use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS071, ACHHS087)</li></ul> |

## Links to the Australian Curriculum

Civics and Citizenship Education - [https://www.civicsandcitizenship.edu.au/cce/links\\_to\\_the\\_australian\\_curriculum\\_australian.35083.html](https://www.civicsandcitizenship.edu.au/cce/links_to_the_australian_curriculum_australian.35083.html)

## Outcomes

A student:

HT2-1 identifies celebrations and commemorations of significance in Australia and the world

HT2-2 describes and explains how significant individuals, groups and events contributed to changes in the local community over time

HT2-3 describes people, events and actions related to world exploration and its effects

HT2-4 describes and explains effects of British colonisation in Australia

HT2-5 applies skills of historical inquiry and communication

## Key inquiry questions:

1. Why did the great journeys of exploration occur?
2. What was life like for Aboriginal and/or Torres Strait Islander peoples before the arrival of the Europeans?
3. Why did Europeans settle in Australia?
4. What was the nature and consequence of contact between Aboriginal and/or Torres Strait Islander peoples and early traders, explorers and settlers?

## CONTENT

The diversity and longevity of Australia's first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country 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 🖐️📅
- investigate, drawing on Aboriginal and Torres Strait Islander community representatives (where possible) and other sources, 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 🖐️🌿📺

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 of opening of world trade routes by early explorers such as Vasco da Gama, Columbus, Magellan ⚙️🗺️
- 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 ⚙️
- discuss the question: 'Who discovered Australia?' ⚙️📅

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 🗺️📖👤
- 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 📄🖥️📖

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 🗺️🌐
- explain the term *terra nullius* and describe how this affected the British attitude to Aboriginal and Torres Strait Islander peoples 🗺️⚙️
- use sources to identify different perspectives on the arrival of the British to Australia 🗺️
- outline the impact of early British colonisation on Aboriginal and Torres Strait Islander peoples' country 🗺️

*By the end of Stage 2, students identify the importance of Country to Aboriginal and Torres Strait Islander Peoples and explain the impact of British settlement in Australia. Students sequence key events and people in chronological order and identify key dates. They pose a range of questions about the past, identify sources (such as written, physical, visual, oral) and locate information to answer these questions. They recognise different points of view. Students develop and present texts, using historical terms.*