

NESA STAGE 3 Syllabus Support for the Australian Curriculum

Australia's Magna Carta Institute - Rule of Law Education supports the national curriculum and is committed to working with educators and students to provide resources, which can be used to teach about the principles of rule of law in Australia. All information in this document has been obtained from the ACARA (Australian Curriculum and Assessment Reporting Authority) website and is produced to assist teachers in delivering education about concepts in the rule of law, and how an Australian democratic society has developed from the time of European settlement and up until today. *The areas highlighted are relevant to the content provided by Rule of Law Education and should only be considered a guide to student studies.*

All material provided in this document 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](#)

Links to the Australian Curriculum

HASS Humanities and Social Sciences Education - [ACARA Australian Curriculum website](#)

'The Australian Colonies'

This topic provides a study of colonial Australia in the 1800s. Students look at the founding of British colonies and the development of a colony. They learn about what life was like for different groups in the colonial period. They examine significant events and people, political and economic developments, social structures and settlement patterns.

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 of both continuity and change in Australian society throughout the twentieth century.
<i>Cause and effect</i>	events, decisions or developments in the past that produce later actions, results or effects, eg events and other reasons that led to migration to Australia; reasons for the struggle for rights and freedoms for various groups in Australia.
<i>Perspectives</i>	people from the past will have different views and experiences, eg differing attitudes of various groups to Federation or to granting rights and freedoms to women and Aboriginal peoples.
<i>Empathetic understanding</i>	an understanding of another's point of view, way of life and decisions made in a different time, eg differing attitudes and experiences of living in an Australian colony; understanding the experiences of Aboriginal and Torres Strait Islanders, women and migrants throughout the twentieth century.
<i>Significance</i>	the importance of an event, development or individual/group, eg determining the importance (significance) of various peoples' contributions to the development of a colony.
<i>Contestability</i>	historical events or issues may be interpreted differently by historians, eg British 'invasion' or 'settlement' of Australia.

Historical Skills

<i>Comprehension: chronology, terms and concepts</i>	<ul style="list-style-type: none"> • respond, read and write to show understanding of historical matters • sequence historical people and events (ACHHS098, ACHHS117) • use historical terms and concepts (ACHHS099, ACHHS118)
<i>Analysis and use of sources</i>	<ul style="list-style-type: none"> • locate information relevant to inquiry questions in a range of sources (ACHHS102, ACHHS121) • compare information from a range of sources (ACHHS103, ACHHS122)
<i>Perspectives and interpretations</i>	<ul style="list-style-type: none"> • identify different points of view in the past and present (ACHHS104, ACHHS123)
<i>Empathetic understanding</i>	<ul style="list-style-type: none"> • explain why the behaviour and attitudes of people from the past may differ from today
<i>Research</i>	<ul style="list-style-type: none"> • identify and pose questions to inform an historical inquiry (ACHHS100, ACHHS119) • identify and locate a range of relevant sources to support an historical inquiry (ACHHS101, ACHHS120)
<i>Explanation and communication</i>	<ul style="list-style-type: none"> • develop historical texts, particularly narratives and descriptions, which incorporate source material (ACHHS105, ACHHS124) • use a range of communication forms (oral, written, graphic) and digital technologies. (ACHHS106, ACHHS125)



Outcomes

A student:

HT3-1 describes and explains the significance of people, groups, places and events to the development of Australia

HT3-2 describes and explains different experiences of people living in Australia over time

HT3-5 applies a variety of skills of historical inquiry and communication

Key inquiry questions:

1. What do we know about the lives of people in Australia's colonial past and how do we know?
2. How did an Australian colony develop over time and why?
3. How did colonial settlement change the environment?
4. What were the significant events and who were the significant people that shaped Australian colonies?

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 🇦🇺 ⚖️

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) and how the environment changed (ACHHK094)

Students:

- outline settlement patterns in the nineteenth century and the factors which influenced them 🏠
- discuss the impact of settlement on local Aboriginal peoples and the environment 🤝 🌱
- discuss the diverse relationships between Aboriginal peoples and the British 🤝 🌱
- investigate the everyday life of a variety of men and women in post-1800 colonial settlements using a range of sources and explain their different experiences 🗝️

The impact of a significant 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 🤝 🇦🇺 🌐 🗝️
- use a range of sources to investigate ONE significant development or event and its impact on the chosen colony 📖 🖥️ ⚙️

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 🌐 🌐
- investigate the experiences of a particular migrant group and the contributions they made to society 🌐



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 🇺🇸



By the end of Stage 3, students describe and explain the significance of people, groups, places and events to the development of the Australian colonies and then Australia as a nation. They describe and explain different experiences of people living in the Australian colonies and then in Australia as a nation. Students identify change and continuity and describe the causes and effects of change in Australian society. Students explore the factors that led to Federation and trace experiences of democracy and citizenship over time, including the struggles of various groups for rights and freedoms including Aboriginal and Torres Strait Islander peoples. Students engage with global connections through stories of various migrant groups and their contribution to Australia's economic and social development.

Students sequence events and people in chronological order, and represent time by creating timelines. When researching, students develop questions to frame an historical inquiry. They locate, identify and use a range of sources to record relevant historical information to answer inquiry questions. They examine sources to identify and describe points of view. Students develop texts, particularly narratives and descriptions. In developing these texts, and organising and presenting their information, they use historical terms and concepts and incorporate relevant sources.

