

First Contacts

Knowledge	Understanding	Applying	Analysing	Creating	Evaluating
Research information about indigenous tribes before European settlement. Describe and explain the differences between how each tribe existed according to where they lived throughout the Australian continent.	Research the <i>Eora</i> indigenous tribe and write about how they lived in and around the area we now call the Sydney Basin before European arrival. Investigate their beliefs, food, shelter, tools and weapons, customs and ceremonies, artwork, and dance and music.	What challenges did the <i>Eora</i> people face when a penal colony was established in 1788? Explain how their way of life was impacted.	Where are the people from the <i>Eora</i> tribe today? Investigate the <i>Eora</i> journey and report on how their experiences over time have helped to acknowledge and preserve what we have today. <a href="#">The Eora Journey</a>	Create a map of the possible routes indigenous people may have taken as they migrated down to Australia thousands of years ago.	How do indigenous and Torres Strait Islander people live today?  Investigate how they share their culture and beliefs with communities around Australia.
How was life changing in Britain during the 1700s? Describe what life was like for people who lived there. Include comparisons between the wealthy people compared to those who lived on the streets?	Imagine you are 12 years old and has spent most of your life struggling to survive on the streets of London during the 1700s. Write a diary entry about possible events you have experienced over one day.	Imagine you are an indigenous person witnessing the arrival of the First Fleet. Describe your experiences to other members of your tribe when you return to the camp site.	What were the dangers and perils to society of so many people living together in poverty in England during the 1700s? Investigate what the <i>rule of law</i> means and explain how it affected the people living in England at the time.	Create a map showing the route taken by the First Fleet as they travelled from England.	How would people travel to come and live in Australia today?  Think about the different ways people have arrived over time, including through periods such as the first and second World Wars.
Describe the living conditions a convict may have experienced during their voyage to Australia on a First Fleet ship.	Explain why the British government decided that New Holland was going to be a penal colony. What is the meaning of <i>terra nullius</i> and how is it used by the British government?	Choose between a convict or an officer and write a diary entry about daily life in the first few weeks (or months) after arriving into Sydney Cove.	Do you think the British government had thought about how their actions would impact Australian society throughout the years ahead? Explain reasons for your answer.	Create a timeline of the convict ship voyages that were travelled from England to New Holland between 1788 – 1860.	Write a letter to an indigenous organisation or community and explain what you would like to know and learn about regarding their life and experiences today.
Imagine you are Captain Arthur Phillip. Write a list of instructions to your crew and officers in how to set up camp upon your first arrival into Port Jackson.	Write a biography of the life of a senior <i>Eora</i> tribesman called <i>Bennelong</i> . Include explanations of how and why he chose to integrate so deeply into the European settlers' way of life.	Create a passenger list of people who would have travelled on the ship <i>Sirius</i> from the First Fleet.	Why were passengers included on the First Fleet voyage?	Draw a diagram of how the first penal colony would have been organised in Sydney Cove 1788 – 1800.	The First Fleet convicts lived a hard life and struggled to survive before and after arriving in Australia. How did this impact the indigenous peoples' lifestyle at the time, and how do we think about it today?

## Year 3/4

### NESA – Humanities and Social Sciences Program Links

Differentiated Unit    Substrand: **HISTORY**

### *First Contacts*

Students identify traces of the past in the present and can explain their significance. 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

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

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 contribution of past and present peoples to our shared heritage.

#### **Outcomes**

A student:

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. What was life like for Aboriginal and/or Torres Strait Islander peoples before the arrival of the Europeans?
2. Why did Europeans settle in Australia?
3. 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 🖐️🌿📺

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 🖐️