

First Contacts

Duration: 10 weeks

Unit Description

This unit focuses on students learning about and describing the people, events, actions and consequences of world exploration. They will examine European exploration and colonisation in Australia and throughout the world up to the early 1800s. They identify the importance of Country to Aboriginal and Torres Strait Islander peoples and explain the impact of British settlement in Australia. The students examine how these societies interacted with newcomers, identify traces of the past in the present and explain the significance of how these experiences have contributed to their cultural diversity.

Outcomes

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

Australian Curriculum Links

ACHHK077

- 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 🖐️🌿📺

ACHHK078

- 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?' ✨📅

ACHHK079

- 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 🗺️📺📖

ACHHK080

- 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 🖐️

<p>Values and attitudes</p> <p>Students will value and appreciate:</p> <ul style="list-style-type: none"> • 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 	<p>Knowledge, understanding and skills</p> <p>Students will:</p> <ul style="list-style-type: none"> • 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.
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<p>Learning Across the Curriculum</p> <p>Cross-curriculum priority:</p> <ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander histories and cultures 🖐️ <p>General capabilities:</p> <ul style="list-style-type: none"> • Critical and creative thinking 🧠 • Ethical understanding ⚖️ • Information and communication technology capability 💻 • Intercultural understanding 🌐 • Literacy 📖 • Numeracy 📊 • Personal and social capability 👥 	<p>Historical Language</p> <p>diversity longevity migration significance impact terra nullius resistance perspective colony colonisation</p>	<p>Resources</p> <p>NSW Board of Studies HSIE K-6 Syllabus <i>First Contacts</i> Year 4</p> <p>Internet resources: Magna Carta Institute - Rule of Law Education Primary Education Resources</p> <p>Youtube</p>
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Key inquiry questions	Historical concepts	Historical skills
<ol style="list-style-type: none"> 1. <i>Why did the great journeys of exploration occur?</i> 2. <i>What was life like for Aboriginal and Torres Strait Islander peoples before the arrival of the Europeans?</i> 3. <i>Why did Europeans settle in Australia?</i> 4. <i>What was the nature and consequence of contact between Aboriginal and Torres Strait Islander peoples and early traders, explorers and settlers?</i> 	<p><i>Continuity and change</i> - changes and continuities due to British colonisation of Australia.</p> <p><i>Cause and effect</i> - reasons for a particular historical development, eg journey of the First Fleet.</p> <p><i>Perspectives</i> - different points of view within an historical context, eg a British and an Aboriginal perspective on the arrival of the British in Australia.</p> <p><i>Empathetic understanding</i> - how and why people in the past may have lived and behaved differently from today.</p> <p><i>Significance</i> - the importance and meaning of national commemorations and celebrations, and the importance of a person or event.</p>	<p><i>Comprehension: chronology, terms and concepts</i> <i>respond, read and write, to show understanding of historical matters</i> <i>sequence familiar people and events (ACHHS065, ACHHS081)</i> <i>use historical terms (ACHHS066, ACHHS082)</i></p> <p><i>Analysis and use of sources</i> <i>locate relevant information from sources provided (ACHHS068, ACHHS084, ACHHS215, ACHHS216)</i></p> <p><i>Perspectives and interpretations</i> <i>identify different points of view within an historical context (ACHHS069, ACHHS085)</i></p> <p><i>Empathetic understanding</i> <i>explain how and why people in the past may have lived and behaved differently from today</i></p> <p><i>Research</i> <i>pose a range of questions about the past (ACHHS067, ACHHS083)</i> <i>plan an historical inquiry</i></p> <p><i>Explanation and communication</i> <i>develop texts, particularly narratives (ACHHS070, ACHHS086)</i> <i>use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS071, ACHHS087)</i></p>

Achievement Standard

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.

Assessment for Learning *History and purpose of human migration*

To determine the students' prior knowledge, understanding and skills to inform teaching direction and provide feedback to students about further learning on this topic.

Assessment as Learning *Inquiry Task (week 5)*

Self-directed inquiry task using Blooms Taxonomy format. Students use self-assessment and teacher feedback to reflect on their learning, consolidate their understanding and work towards learning goals.

Assessment of Learning *Information Report (week 10)*

Students' level of achievement is based on rubric criteria of curriculum outcomes.

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Content	Teaching, learning and assessment	Resources								
<p>WEEK 1</p> <p>HT2-3 describes people, events and actions related to world exploration and its effects</p> <p>HT2-5 applies skills of historical inquiry and communication</p> <p>ACHHK077</p> <ul style="list-style-type: none"> identify the original inhabitants of Australia and create a timeline indicating their longevity in Australia of more than 50,000 years 🖐️📅 	<p>FOCUS: <i>Why did the great journeys of exploration occur?</i> <i>When and how do you think the indigenous people arrived in Australia?</i></p> <p>Assessment for Learning <i>Determining prior knowledge and understanding</i></p> <p>Watch How Humans Migrated Across the Globe (2:23mins)</p> <ul style="list-style-type: none"> ➤ <i>Discuss the patterns of human migration and provide explanations about why humans chose these paths to travel.</i> ➤ <i>Discuss the possible origins of indigenous people many thousands of years ago and why they migrated down to the Australian continent.</i> ➤ <i>Discuss the reasons how human populations migrated so long ago and compare it to why and how humans migrate across the world today.</i> <p>ACTIVITY: Create a timeline of events reflecting the origins of Australia’s first inhabitants and through the time of European arrival until 1800</p>	<p>Youtube: How Humans Migrated Across the Globe</p>								
<p>WEEK 2</p> <p>HT2-3 describes people, events and actions related to world exploration and its effects</p> <p>HT2-5 applies skills of historical inquiry and communication</p> <p>ACHHK077</p> <ul style="list-style-type: none"> 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 🖐️🌿 	<p>FOCUS: <i>What was life like for Aboriginal and Torres Strait Islander peoples before the arrival of the Europeans?</i></p> <p>Assessment for Learning <i>Indigenous Way of Life pre 1788</i></p> <p>Search the link to find an image showing indigenous peoples’ way of life in Australia up until 1788: Indigenous Way of Life (provide a copy of the attachment BLM1 for each student)</p> <ol style="list-style-type: none"> <i>What do you see in this picture?</i> - The students write down as many details as they can from observing the image. <i>What do you think is happening in this picture?</i> – the students provide explanations about what they see with reasons to support their thinking. Prompt the students to look deeper and find further information into the indigenous way of life at the time. Encourage the students to think about what life would have been like for indigenous people during this time. <i>What challenges did they face?</i> <p>Promote discussion around the following points:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><i>Camp life - roles and responsibilities</i></td> <td style="width: 50%;"><i>Food, clothing and water resources</i></td> </tr> <tr> <td><i>Shelter, tools and weapons</i></td> <td><i>Beliefs - storytelling and spirituality</i></td> </tr> <tr> <td><i>Relationship to Country</i></td> <td></td> </tr> <tr> <td><i>Customs and ceremonies – artwork, music and dance</i></td> <td></td> </tr> </table>	<i>Camp life - roles and responsibilities</i>	<i>Food, clothing and water resources</i>	<i>Shelter, tools and weapons</i>	<i>Beliefs - storytelling and spirituality</i>	<i>Relationship to Country</i>		<i>Customs and ceremonies – artwork, music and dance</i>		<p>Stimulus Picture: Indigenous Way of Life</p> <p>BLM1 – See Think Wonder student worksheet</p> <p>BLM4 – task sheet for additional inquiry can be used at teachers’ instruction throughout this unit to cater for students working at extension level.</p>
<i>Camp life - roles and responsibilities</i>	<i>Food, clothing and water resources</i>									
<i>Shelter, tools and weapons</i>	<i>Beliefs - storytelling and spirituality</i>									
<i>Relationship to Country</i>										
<i>Customs and ceremonies – artwork, music and dance</i>										












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<p>WEEK 3</p> <p>HT2-3 describes people, events and actions related to world exploration and its effects</p> <p>HT2-5 applies skills of historical inquiry and communication</p> <p>ACHHK077</p> <ul style="list-style-type: none"> 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 🖐️🌿💻 	<p>FOCUS: <i>What was life like for Aboriginal and Torres Strait Islander peoples before the arrival of the Europeans?</i></p> <p>Read the following article and complete the activities: An Ancient People</p> <ul style="list-style-type: none"> Discuss the diversity and longevity of Australia's first peoples, and the ways Aboriginal and Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies). <p>FURTHER INQUIRY</p> <p>FOCUS: <i>Looking beyond the 20th century</i></p> <p>Watch: Human Population Through Time (6:24mins)</p> <p>Observe the rate of growth for human population across the Earth from 1700 – present day on the timeline:</p> <ol style="list-style-type: none"> Discuss reasons why this occurred. Look at the areas where high density human population has not occurred from the year 2000 to present day and discuss possible reasons for this. An <i>editorial</i> is an opinion piece written to present a point of view. Write an editorial explaining your views on how global population will develop over the next 100 years. Include your thoughts and ideas relating to availability of resources such as water and food, towns and cities, changes to systems of governance and law enforcement in order to protect citizens living in increasingly high-density communities. 	<p>Magna Carta Institute - Rule of Law Education Primary Education Resources</p> <ul style="list-style-type: none"> <i>An Ancient People</i> <p>Youtube: Human Population Through Time</p>

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Content	Teaching, learning and assessment	Resources
<p>WEEKS 4 - 5</p> <p>HT2-3 describes people, events and actions related to world exploration and its effects</p> <p>HT2-4 describes and explains effects of British colonisation in Australia</p> <p>HT2-5 applies skills of historical inquiry and communication</p> <p>ACHHK078</p> <ul style="list-style-type: none"> 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?' ⚙️📊 	<p>FOCUS: <i>Why did the great journeys of exploration occur? Who discovered Australia?</i></p> <p>Assessment as Learning – Inquiry Task</p> <p><i>Captain James Cook Biography</i></p> <p>Research information about the British explorer Captain James Cook.</p> <p>The students write a biography on Captain James Cook’s life experiences and how he came to be the one to claim Australia as British territory. Include information about his crew and their roles on board the ship <i>Endeavour</i> as well as his observations and assessment of the newly discovered continent he called <i>New Holland</i>.</p> <ul style="list-style-type: none"> create a plan to help direct your inquiry; include focus questions, as well as information regarding any primary and secondary sources accessed for information create a chronological timeline of key dates and events of these voyages <p>FURTHER INQUIRY</p> <p>Research the voyages of French explorer <i>Comte de la Perouse</i> and explain his impact and influence on Australian history.</p> <ul style="list-style-type: none"> Write a biography on La Perouse Compare how La Perouse’s exploration of Australia differed to that of Captain James Cook. 	<p>BLM2</p> <p>Biography inquiry task and rubric criteria: <i>student copy for self-directed inquiry</i></p>
<p>WEEKS 6 - 7</p> <p>HT2-3 describes people, events and actions related to world exploration and its effects</p> <p>HT2-4 describes and explains effects of British colonisation in Australia</p> <p>HT2-5 applies skills of historical inquiry and communication</p> <p>ACHHK079</p> <p>identify reasons for the voyage of the First Fleet and explain why various groups were passengers</p>	<p>FOCUS: <i>Why did Europeans settle in Australia?</i></p> <p>Read and complete the activities for A Real Dilemma to better understand why Great Britain decided to establish Australia as a penal colony.</p> <p>Read the following article and complete the activities: terra nullius</p> <ul style="list-style-type: none"> Explain your understanding of <i>terra nullius</i> in your own words. How did the idea of terra nullius influence the British government’s attitude about the indigenous inhabitants of <i>New Holland</i> when the First Fleet arrived to claim the land? <p>The students study information of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival. Read about <i>Lord Sydney</i> and how he influenced the process of setting up a penal colony in Port Jackson, NSW.</p> <p>Tommy Townshend</p>	<p>Magna Carta Institute - Rule of Law Education Primary Education Resources</p> <ul style="list-style-type: none"> <i>A Real Dilemma</i> <i>terra nullius</i> <i>Tommy Townsend</i>

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Content	Teaching, learning and assessment	Resources
<p>WEEKS 8 - 9</p> <p>HT2-3 describes people, events and actions related to world exploration and its effects</p> <p>HT2-4 describes and explains effects of British colonisation in Australia</p> <p>ACHHK079</p> <ul style="list-style-type: none"> 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   <p>ACHHK080</p> <ul style="list-style-type: none"> describe the nature of contact between Aboriginal people and/or Torres Strait Islander peoples and others, including Aboriginal resistance   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  	<p>FOCUS: <i>What was the nature and consequence of contact between Aboriginal and/or Torres Strait Islander peoples and early traders, explorers and settlers?</i></p> <p>Arrival of the First Fleet</p> <p>Use the link to find an image showing the arrival of the First Fleet on January 26, 1788: Arrival of the First Fleet Provide a copy of the attachment BLM1 for each student.</p> <p>SEE The students write down as many details as they can from observing the image.</p> <ol style="list-style-type: none"> <i>What do you see in this picture?</i> Describe the scene. <i>What is happening?</i> <p>THINK Describe what their initial reactions would have been</p> <ol style="list-style-type: none"> <i>What do you think the Aboriginal people are thinking as they watch this event unfold before them?</i> <i>What would the English Officers be thinking after landing their boat on the beach and raising the British flag?</i> <p>WONDER</p> <p>The students provide explanations about what they see with reasons to support their thinking.</p> <ol style="list-style-type: none"> <i>What would the Aboriginal people be saying to each other as they watched what was happening in front of them?</i> Describe what they would be saying to other tribe members. <i>Describe the reactions from the convicts left on the ships as they noticed the fleet had finally arrived at a destination after three torturous months at sea.</i> <p>Prompt the students to think deeper about what was happening during this historical moment. Encourage the students to think about the possible conversations happening between Captain Arthur Phillip and his officers, and the Aboriginal people during the first few hours.</p> <p>Promote discussion around the following points:</p> <ul style="list-style-type: none"> <i>Discovery versus invasion</i> <i>Welcoming versus threatening</i> <i>Arrangements and plans required for the basic needs of survival during the first month after the Europeans arrival</i> <p>Read the following resources and complete the accompanying activities:</p> <ul style="list-style-type: none">  A Colony of Convicts  First Fleet Passengers (this would make a great homework task) 	<p>Stimulus Picture: Arrival of the First Fleet</p> <p>BLM1 – See <i>Think Wonder</i> student worksheet</p> <p>Magna Carta Institute Rule of Law Education Primary Education Resources</p> <ul style="list-style-type: none"> <i>A Colony of Convicts</i> <i>First Fleet Passengers</i>

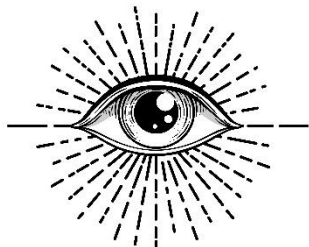
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Content	Teaching, learning and assessment	Resources
<p>WEEK 10</p> <p>HT2-3 describes people, events and actions related to world exploration and its effects</p> <p>HT2-4 describes and explains effects of British colonisation in Australia</p> <p>HT2-5 applies skills of historical inquiry and communication</p> <p>ACHHK080</p> <ul style="list-style-type: none"> • describe the nature of contact between Aboriginal people and/or Torres Strait Islander peoples and others, including Aboriginal resistance 🤝🌐 • explain the term <i>terra nullius</i> 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 🤝 	<p>Assessment of Learning (summative)</p> <p>Information Report</p> <p>The Aboriginal people lived in relative harmony within their own communities, and successfully managed land and food resources before 1788. The arrival of Europeans changed all that as intense conflict occurred over the same resources.</p> <ol style="list-style-type: none"> 1. <i>Explain your understanding of why the British government decided New Holland was going to be a penal colony ruled under British sovereignty.</i> 2. <i>Compare how the British idea of the rule of law was different to that of the indigenous peoples' idea of this concept. Include examples of what the newcomers did and believed they had a right to do at the time.</i> <p><i>Include in your explanation: the meaning of the term terra nullius is and how it was used by the British government to take what they wanted from the Aboriginal people.</i></p>	<p>BLM3 – rubric criteria for teacher to determine student level of achievement</p>

See Think Wonder

NAME: _____

What do you *see*?



What do you *think*?



What do you *wonder*?



Assessment as Learning – Inquiry Task

- **HT2-3** describes people, events and actions related to world exploration and its effects
- **HT2-5** applies skills of historical inquiry and communication

Biography - Captain James Cook

Write a biography about the British explorer Captain James Cook. Formulate inquiry questions that can direct your investigation into finding out how he come to be the one to claim Australia as British territory. Include information about his crew and their roles on board the ship *Endeavour* during their voyages, as well as his observations and assessment of the newly discovered continent he named New Holland.

1. *Why did the great journeys of exploration occur?*
2. *Who discovered Australia?*

	A	B	C	D	E
HT2-3	Describes people, events and actions related to world exploration and its effects in comprehensive detail Independently uses historical terminology and presents a point of view with examples to support reasoning.	Describes people, events and actions related to world exploration and its effects using historical terminology and examples to support thinking.	Describe people, events and actions related to world exploration and its effects using historical terms.	Describe people, events and actions related to world exploration and its effects with assistance, using some historical terms.	Limited understanding and ability to describe people, events and actions related to world exploration and its effects. Limited to no evidence of historical terms used.
HT2-5	Excellent skills in undertaking historical inquiry with comprehensive planning including effective focus questions to direct inquiry. Includes comprehensive bibliography.	Applies a variety of skills for historical inquiry and formulates a plan including effective focus questions to direct inquiry. Bibliography includes highlighting primary and secondary sources of information.	Applies skills of historical inquiry by formulating a plan including focus questions. Bibliography included.	Applies skills of historical inquiry by formulating a plan including focus questions with guidance. Limited bibliography.	No evidence of planning for inquiry with focus questions being too simple. No bibliography.
	Identifies a variety of sources of information and applies examples in informative texts to demonstrate understanding.	Locates multiple sources of information, and uses these to demonstrate understanding, with references to support thinking.	Locates relevant information from sources provided, and analyses information for understanding.	Locates relevant information from sources provided, and analyses information for understanding with guidance and teacher assistance	Limited ability in locating relevant information from sources. No evidence of analysis of information
	Excellent skills by comprehensively sequencing people and events in chronological form using more complex terms and concepts related to historical events	High ability in sequencing people and events in chronological form using terms and concepts related to historical events including increased detail in information	Sequences people and events in chronological form using terms and concepts related to historical events	Sequences people and events in chronological form using terms and concepts related to historical events, with guidance or teacher assistance	Unable to sequence people and events in chronological form Limited use of terms and concepts with no relation to historical events

INFORMATION REPORT

The Aboriginal people lived in relative harmony within their own communities, and successfully managed land and food resources before 1788. The arrival of Europeans changed all that as intense conflict occurred over the same resources.

1. Explain your understanding of why the British government decided that New Holland was going to be a penal colony.
2. Compare how the British idea of the rule of law was different to that of the indigenous peoples' idea of this concept. Include examples of what the newcomers did and believed they had a right to do at the time.

	A	B	C	D	E
HT2-4	Highly knowledgeable understanding about why the British government chose New Holland to be a penal colony in 1788, with clear reasoning and examples to support their explanation.	High understanding with a clear explanation of why the British government chose New Holland to be a penal colony in 1788.	Able to explain why the British government chose New Holland to be a penal colony in 1788.	Explains why the British government chose New Holland to be a penal colony in 1788 after prompting.	Limited explanation about why the British government chose New Holland to be a penal colony in 1788.
	Comprehensively describes and explains the effects of British colonisation in Australia, demonstrating a high understanding to the term <i>terra nullius</i> with the effects on indigenous people beyond 1788. Excellent use of examples to support thinking.	Describes and explains the effects of British colonisation in Australia, with a clear understanding of the term <i>terra nullius</i> and its origins, and how it impacted indigenous people at the time beyond 1788. Examples included to support thinking.	Describes and explains the effects of British colonisation in Australia, linking their understanding to the term <i>terra nullius</i> and its impact on indigenous people at the time.	Describes and explains some understanding of the effects British colonisation had in Australia with some ideas about the term <i>terra nullius</i> and its impact on indigenous people beyond 1788.	Limited description and explanation of the effects British colonisation had in Australia. Limited to no understanding of <i>terra nullius</i> .
HT2-5	Presents multiple points of view within an historical context and links each one with a clear understanding of historical matters and their complexities. Personal examples included to support their point of view.	Able to present different points of view within an historical context with a good understanding of complexities, using examples to support thinking.	Able to present different points of view within an historical context.	Can present simple points of view within an historical context.	Limited to no point of view presented within an historical context.
	Excellent explanation of historical concepts and matters using numerous and complex historical terms to show a comprehensive understanding of people and events.	High understanding of historical concepts and matters using multiple historical terms to show understanding of people and events.	Clearly explains historical concepts and matters using historical terms to show understanding of people and events.	Some explanation of historical concepts and matters using simple historical terms to show understanding of people and events.	Limited explanation of historical concepts and matters using simple historical terms to show understanding of people and events.
	Able to use and quote relevant and reliable sources of information to support thinking and demonstrate excellent understanding.	Able to use and quote sources of information to help support thinking and demonstrate high understanding.	Uses relevant sources of information to support thinking and demonstrate understanding.	Can include some source/s of information to support thinking and demonstrate understanding.	No evidence of use of information sources to demonstrate understanding.

BLM 3