

## How people, places and environments interact, past and present

| Knowledge  | Understanding  | Applying   | Analysing   | Creating   | Evaluating   |
|--|--|--|---|--|--|
| <p>What is <i>The Industrial Revolution</i>?</p> <p>How did it impact English society and what decisions were made by the British government through the 1700s?</p>  | <p>Why did Britain transport convicts to Australia?</p> <p>Explain what was happening in England during the early 1700s and up until 1788 that instigated an important chapter in Australian history.</p>  | <p>Create a timeline with examples and explanations of how <i>The Industrial Revolution</i>; beginning in England in 1760 has shaped the events that lead to European settlement in Australia through to 1800.</p>   | <p>Research and then write a report on how the <i>American War of Independence</i> come to be linked with a penal colony in New South Wales?</p>  | <p>Draw a picture of a prison hulk that was used to house convicts in Portsmouth Harbour and London's Royal Docklands. You might like to include a plan of how the inside was set out for containing convicts, stores and provisions, livestock, and officers' quarters.</p> | <p>Explain what you think Australian society would be like today if the British government did not set up a penal colony to send convicts to Sydney Cove.</p> <p>Include reasons and examples to support your thinking.</p>  |
| <p>Explore the differences between European settlement life and indigenous life in Australia around 1788 – 1800.</p> <p>Use a VENN diagram to show your thinking</p>   | <p>Investigate how each indigenous tribe, or clan, lived alongside each other in relative harmony for thousands of years prior to European settlement in 1788. Explain how they were able to survive and thrive so successfully using natural resources from the land.</p> | <p>Investigate how everyday life of indigenous people changed as the convicts became free settlers through the 1800s. Explain the <i>cause</i> and <i>effect</i> of each group's actions as they struggled to survive the upheaval of the situation, as well as cope with the harsh conditions of the environment.</p> | <p>Research the life of John Hudson. At 13 years old, he was the youngest person who travelled on the First Fleet.</p> <p>Present your findings in the first person.</p>  | <p>Create a word search using terminology about European settlement and indigenous life around 1700 – 1788.</p>  | <p>Read <i>Grim Crims and Convicts</i> – Fair Dinkum Histories by Jackie French. Write a book review and include an explanation about how the most daring expedition the world has ever seen became a founding event in Australian history and made us who we are today.</p> |
| <p>Why was Australia called <i>terra nullius</i>?</p> <p>What was the British government's attitude about the indigenous inhabitants of <i>New Holland</i> when the First Fleet arrived to claim the land?</p> | <p>What were the First Fleet's priorities for survival in the first week upon landing in Sydney Cove?</p> <p>What <i>frontier conflicts</i> did they encounter and what did they do to manage that challenge?</p>  | <p>Imagine you are <i>Lord Sydney Thomas Townshend</i>. Write a letter to King George III explaining your reasons and plan to set up a penal settlement in <i>New Holland</i>. Include any concerns you may have regarding the management of all the people who will be involved in this venture.</p>                  | <p>Explain the structure and systems Australia has today that enables laws to be <i>enforced</i>. Include in your explanation how the <i>rule of law</i> is an integral part of that process for citizens in its societies.</p> | <p>Write quiz questions focussing on how and why convicts came to be sent to <i>New Holland</i>.</p>   | <p>Investigate what <i>penalties</i> were given to <i>felons</i> in England around 1700 – 1800. Do you think they were fair and reasonable? Provide explanations and examples for your answer.</p>   |

# Year 4

## Humanities and Social Sciences Program Links

Differentiated Unit    Substrand: **HISTORY**



### How people, places and environments interact, past and present

The students study European exploration and colonisation in Australia and elsewhere up to the early 1800s and life for Indigenous Australians pre- and post-contact. They examine the concept of sustainability, and its application to resource use and waste management, past and present, by different groups.

#### Inquiry Questions

- *How have laws affected the lives of people, past and present?*
- *What were the short and long term effects of European settlement on the local environment and Indigenous land and water management practices?*

#### Historical Questions

- *Why did the Europeans settle in Australia?*
- *What was the nature and consequence of contact between Aboriginal and Torres Strait Islander Peoples and early traders, explorers and settlers?*

#### Inquiry and Skills

**ACHASSI073** *Pose questions to investigate people, events, places and issues*

- developing 'How do we know?' questions for evidence, 'What could be done?' questions about alternatives, and 'Is that right or fair?' questions about decisions past and present
- discussing how an investigation about the past is guided by questions at different stages, including 'Why is that important now?'

**ACHASSI076** *Sequence information about people's lives and events*

- creating a timeline by accurately placing information about key events or people in chronological order and explaining the sequence
- recounting and sequencing events associated with a particular history

**ACHASSI077** *Examine information to identify different points of view and distinguish facts from opinions*

- exploring different stories associated with a past event to discover the experiences, thoughts or feelings of the people at that time (for example, the points of view of male, female and child convicts, soldiers, free settlers, some Aboriginal and Torres Strait Islander people in the early colonial era)
- identifying differing viewpoints and considering their related ethical implications when discussing the past and present

**ACHASSI079** *Draw simple conclusions based on analysis of information and data*

- concluding from an analysis of historical records how laws, and the consequences of not following them, have changed over time (for example, contrasting penalties applied in eighteenth-century Britain and those applied in modern Australia)



**ACHASSI082** *Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms*

- using accurate and subject-appropriate terms when speaking, writing and illustrating, for example, using historical terms (such as 'exploration', 'navigation', 'trade', 'penal', 'transportation', 'contact', 'frontier conflict', 'colonisation'), using geographical terms (such as 'continents', 'countries', 'natural resources', 'vegetation', 'environments', 'ecosystems', 'sustainability', 'consumption', 'waste' and 'management') and using civic terms (such as 'local government', 'decision-making', 'services', 'roles', 'responsibilities', 'rules', 'laws' and 'belonging')

## Knowledge and Understanding

**ACHASSK084** *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*

- investigating what motivated countries to explore and colonise
- examining the impact of European exploration or colonisation on ONE society

**ACHASSK085** *Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival*

- investigating reasons for the First Fleet journey, including an examination of the wide range of crimes punishable by transportation, and looking at the groups who were transported
- investigating attitudes to the poor, the treatment of prisoners at that time, and the social standing of those who travelled to Australia on the First Fleet, including families, children and convict guards

**ACHASSK086** *The nature of contact between Aboriginal and Torres Strait Islander Peoples and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example, people and environments*

- comparing the European concept of land ownership, including terra nullius, with the Aboriginal and Torres Strait Islander Peoples' relationship with the land, sea, waterways and sky, and how this affected relations between the groups
- exploring early contact of Aboriginal people with the British including people (for example, Bennelong)
- exploring the impact that British colonisation had on the lives of Aboriginal and Torres Strait Islander Peoples (dispossession; dislocation; and the loss of lives through conflict, disease, loss of food sources and medicines)
- considering whether the interactions between Europeans and Aboriginal and Torres Strait Islander Peoples had positive or negative effects