

How people, places and environments interact, past and present

Duration: 10 weeks

Unit Description

This unit focuses on students learning about interactions between people, places and environments over time and space and the effects of these interactions. The students will have the opportunity to study European exploration and colonisation in Australia and elsewhere up to the early 1800s and investigate life for Indigenous Australians pre- and post-European contact.

The content for this program is organised into two strands: knowledge and understanding, and inquiry and skills. Sub strands are linked in concepts and can be taught in an integrated way, including content from other learning areas. The recommended time for teaching this unit is a guide and delivery of content can be further determined by the programmer.

Sub-strands: *History*

Key Questions

1. What were the short and long term effects of European settlement on the local environment and Indigenous land and water management practices?
2. Why did the Europeans settle in Australia?
3. What was the nature and consequence of contact between Aboriginal and Torres Strait Islander Peoples and early traders, explorers and settlers?

Content Descriptions

Inquiry and Skills

Questioning	Researching	Analysing	Evaluating and Reflecting	Communicating
<p><i>ACHASS1073 Pose questions to investigate people, events, places and issues</i></p> <ul style="list-style-type: none"> • 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?' 	<p><i>ACHASS1074 Locate and collect information and data from different sources</i></p> <ul style="list-style-type: none"> • Identifying the types of sources suited to historical inquiry and discussing why suitable sources might be different <p><i>ACHASS1076 Sequence information about people's lives and events</i></p> <ul style="list-style-type: none"> • 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 	<p><i>ACHASS1077 Examine information to identify different points of view and distinguish facts from opinions</i></p> <ul style="list-style-type: none"> • 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 	<p><i>ACHASS1080 Interact with others with respect to share points of view</i></p> <ul style="list-style-type: none"> • exploring and sharing, through a facilitated role-play, the experiences and/or feelings of different people involved in a past event (for example, the points of view of Aboriginal People, convicts, guards, women and children on settling at Botany Bay) 	<p><i>ACHASS1082 Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms</i></p> <ul style="list-style-type: none"> • composing, in a range of different text types, information to communicate findings and conclusions • using accurate and subject-appropriate terms when speaking, writing and illustrating, for example, using historical terms

Historical Knowledge and Understanding Content Descriptions

<p>ACHASSK083 <i>The diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/Place (land, sea, waterways and skies)</i></p> <ul style="list-style-type: none"> ● studying early archaeological sites (for example, Lake Mungo) that show the long and continuous connection of Aboriginal Peoples to Country ● investigating pre-contact ways of life of the Aboriginal and/or Torres Strait Islander Peoples; their knowledge of their environment including land management practices; and their fundamental beliefs about the interconnectedness of Country/Place, People, Culture and Identity 	<p>ACHASSK084 <i>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</i></p> <ul style="list-style-type: none"> ● investigating what motivated countries to explore and colonise ● examining the journey of one or more explorers of the Australian coastline (for example, James Cook, Comte de la Perouse) using navigation maps to reconstruct their journeys ● examining the impact of European exploration or colonisation on ONE society 	<p>ACHASSK085 <i>Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival</i></p> <ul style="list-style-type: none"> ● 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 ● investigating daily life in the Botany Bay penal settlement and challenges experienced by the people there and how they were managed 	<p>ACHASSK086 <i>The nature of contact between Aboriginal and Torres Strait Islander Peoples and others, for example, the Europeans, and the effects of these interactions on, for example, people and environments</i></p> <ul style="list-style-type: none"> ● 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 the impact that British colonisation had on the lives of Aboriginal and Torres Strait Islander Peoples ● considering whether the interactions between Europeans and Aboriginal and Torres Strait Islander Peoples had positive or negative effects
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Concepts for developing historical understanding

The content in this sub-strand provides opportunities for students to develop historical understanding through key concepts including sources, continuity and change, cause and effect, perspectives, empathy and significance.

The Year 4 curriculum introduces world history and the movement of peoples. Students study the diversity of Aboriginal and Torres Strait Islander Peoples, their connection to place (sources, perspectives, significance) and their contact with other societies (change and continuity, perspectives, empathy).

History Achievement Standard

By the end of Year 4, students recognise the significance of events in bringing about change. They explain how and why life changed in the past and identify aspects of the past that have remained the same. They describe the experiences of an individual or group in the past. Students sequence information about events and the lives of individuals in chronological order with reference to key dates. They develop questions about the past and locate, collect and sort information from different sources to answer these questions. They analyse sources to detect points of view. Students develop and present texts, including narrative recounts, using historical terms.

Formative Assessment *Captain James Cook Biography* – rubric criteria to guide student feedback as their inquiry develops

Summative Assessment *Information Report* - students' level of achievement is based on rubric criteria of curriculum outcomes.

How people, places and environments interact, past and present

Content	Teaching, learning and assessment	Resources
<p>Inquiry and Skills ACHASS1073 <i>Pose questions to investigate people, events, places and issues</i></p> <p>ACHASS1074 <i>Locate and collect information and data from different sources, including observations</i></p> <p>ACHASS1082 <i>Present ideas, findings and conclusions in texts that incorporate digital and non-digital representations and discipline specific terms</i></p> <p>History ACHASSK083 <i>The diversity of Australia's first peoples and the long continuous connection of Aboriginal and Torres Strait Islander peoples to Country/Place (land, sea, waterways and skies)</i></p>	<p>WEEK 1 FOCUS: <i>What was life like for Aboriginal and Torres Strait Islander peoples before the arrival of the Europeans?</i></p> <p>Indigenous Way of Life pre 1788</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"> 1. <i>What do you see in this picture?</i> - The students write down as many details as they can from observing the image. 2. <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. 3. 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> <ul style="list-style-type: none"> • Camp life - roles and responsibilities • Food, clothing and water resources • Shelter, tools and weapons • Beliefs - storytelling and spirituality • Customs and ceremonies • Artwork, music and dance • Relationship to Country <p>Mungo Man</p> <p>Students research the discovery of <i>Mungo Man</i> and write a report to explain or create a project about their newfound knowledge and understanding of this important discovery, including;</p> <ul style="list-style-type: none"> ✚ how and where he was discovered, and how he died ✚ descriptions of the Aboriginal tribes that shared the environment around Lake Mungo and the Willandra Lakes (the <i>Paakantji</i>, the <i>Ngyiampaa</i>, and the <i>Mutthi Mutthi</i> tribes) where <i>Mungo Man</i> was found ✚ the significance of finding <i>Mungo Man</i> regarding the origins of Australian Indigenous people and their claim to ownership of the land ✚ any other important discoveries around the same area where scientists discovered <i>Mungo Man</i>. <p>Mungo Man: BTN</p>	<p>Magna Carta Institute - Rule of Law Education Primary Education Resources</p> <p>Stimulus Picture: Indigenous Way of Life</p> <p>BLM1 – See Think Wonder student worksheet</p> <p>Youtube: Mungo Man: BTN</p>

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Content	Teaching, learning and assessment	Resources
<p>Inquiry and Skills ACHASS1073 <i>Pose questions to investigate people, events, places and issues</i></p> <p>ACHASS1074 <i>Locate and collect information and data from different sources, including observations</i></p> <p>ACHASS1076 <i>Sequence information about people's lives and events</i></p> <p>History ACHASSK083 <i>The diversity of Australia's first peoples and the long continuous connection of Aboriginal and Torres Strait Islander peoples to Country/Place (land, sea, waterways and skies)</i></p>	<p>WEEK 2 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 accompanying 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>ADDITIONAL ACTIVITIES TO SUPPORT INQUIRY 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>
<p>Inquiry and Skills ACHASS1073 <i>Pose questions to investigate people, events, places and issues</i></p> <p>ACHASS1074 <i>Locate and collect information and data from different sources, including observations</i></p> <p>ACHASS1076 <i>Sequence information about people's lives and events</i></p> <p>History ACHASSK084 <i>The journey of a world navigator, explorer or trader up to the late 18th century, including contacts with other societies and any impacts</i></p>	<p>WEEKS 3 - 4 FOCUS: <i>Who discovered Australia? Why did Europeans settle in Australia?</i></p> <p>Formative Assessment - Captain James Cook Biography Research information about the British explorer Captain James Cook. 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 the purpose and impact of his discoveries, 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 primary and secondary sources accessed for information (a bibliography) Create a chronological timeline of key dates and events of these voyages <p>ADDITIONAL ACTIVITIES TO SUPPORT INQUIRY Research the voyages of French explorer <i>Comte de la Perouse</i> and explain his impact and influence on Australian history. Write a biography on La Perouse and include a comparison on how La Perouse's exploration of Australia differed to that of Captain James Cook.</p>	<p>BLM2 Biography inquiry task and rubric criteria: <i>student copy for self-directed inquiry</i></p>

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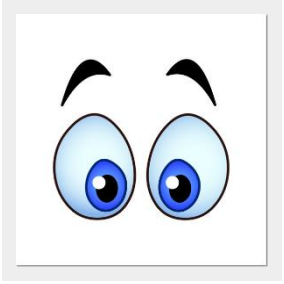
Content	Teaching, learning and assessment	Resources
<p>Inquiry and Skills ACHASS1074 <i>Locate and collect information and data from different sources, including observations</i></p> <p>ACHASS1077 <i>Examine information to identify different points of view and distinguish facts from opinions</i></p> <p>History ACHASSK085 <i>Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival</i></p>	<p>WEEK 5 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 and complete the activities for Tommy Townshend to better understand why Great Britain decided to establish Australia as a penal colony.</p> <p>ADDITIONAL ACTIVITIES TO SUPPORT INQUIRY A Colony of Convicts</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>Tommy Townshend</i> • <i>A Colony of Convicts</i>
<p>Inquiry and Skills ACHASS1073 <i>Pose questions to investigate people, events, places and issues</i></p> <p>ACHASS1074 <i>Locate and collect information and data from different sources, including observations</i></p> <p>ACHASS1077 <i>Examine information to identify different points of view and distinguish facts from opinions</i></p> <p>History ACHASSK085 <i>Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival</i></p> <p>ACHASSK086 <i>The nature of contact between Aboriginal and Torres Strait</i></p>	<p>WEEK 6 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 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> <ul 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> <ul 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 The students provide explanations about what they see with reasons to support their thinking.</p> <ul 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>Stimulus Picture: Arrival of the First Fleet</p> <p>BLM1 – See <i>Think Wonder</i> student worksheet</p>

<p><i>Islander peoples and others, such as the Europeans, and the effects of these interactions on people and environments</i></p>	<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 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 <i>terra nullius</i> 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>Magna Carta Institute - Rule of Law Education Primary Education Resources</p> <ul style="list-style-type: none"> • <i>terra nullius</i>
<p>Inquiry and Skills ACHASS1076 <i>Sequence information about people’s lives and events</i></p> <p>ACHASS1080 <i>Interact with others with respect to share points of view</i></p> <p>ACHASS1082 <i>Present ideas, findings and conclusions in texts that incorporate digital and non-digital representations and discipline specific terms</i></p> <p>History ACHASSK085 <i>Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival</i></p> <p>ACHASSK086 <i>The nature of contact between Aboriginal and Torres Strait Islander peoples and others, such as the Europeans, and the effects of these interactions on people and environments</i></p>	<p>WEEKS 7 - 9</p> <p>FOCUS:</p> <ol style="list-style-type: none"> 1. <i>What was the nature and consequence of contact between Aboriginal and/or Torres Strait Islander peoples and early traders, explorers and settlers?</i> 2. <i>What were the short and long term effects of European settlement on the local environment and Indigenous land and water management practices?</i> <p>Complete the Inquiry Tasks (student copy BLM3)</p> <p>Each line of inquiry enables the students to begin with developing their knowledge and understanding through to evaluating what they have learnt.</p>	<p>BLM3 Inquiry Task sheet for Self-directed inquiry - <i>Student copy</i></p> <p>BLM4 (optional) <i>Outcomes checklist</i> for determining student level of achievement</p>

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Content	Teaching, learning and assessment	Resources
<p>Inquiry and Skills</p> <p>ACHASS1077 <i>Examine information to identify different points of view and distinguish facts from opinions</i></p> <p>ACHASS1082 <i>Present ideas, findings and conclusions in texts that incorporate digital and non-digital representations and discipline specific terms</i></p> <p>History</p> <p>ACHASSK086 <i>The nature of contact between Aboriginal and Torres Strait Islander peoples and others, such as the Europeans, and the effects of these interactions on people and environments</i></p>	<p>WEEK 10</p> <p>Summative Assessment - 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. Explain the actions of the newcomers, including examples about what they 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> <ol style="list-style-type: none"> 3. <i>What were the long-term effects of European settlement regarding management of resources, such as food and water in the local environment, and how they took control of Indigenous land?</i> 	<p>BLM5 – rubric criteria for determining student level of achievement</p>

What do you *see*?



What do you *think*?



What do you *wonder*?



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Student Name: _____

- ACHASS1073 - pose questions to investigate people, events, places and issues
- ACHASS1074 - locate and collect information and data from different sources, including observations
- ACHASS1076 - sequence information about people's lives and events
- ACHASSK084 – the journey of a world navigator, explorer or trader up to the late 18th century, including contacts with other societies and any impacts

Biography - Captain James Cook

Research information about the British explorer Captain James Cook.

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 *Endeavour* as well as his observations and assessment of the newly discovered continent he called *New Holland*.

- Create a plan to help direct your inquiry; include focus questions, as well as information regarding primary and secondary sources accessed for information (a bibliography)
- Create a chronological timeline of key dates and events of these voyages.

	A	B	C	D	E
ACHASS1073	Effective questions through investigations direct a highly comprehensive level of inquiry. Research and evidence are high quality and considers alternatives to evoke inquiry about past and present decisions.	Questions are formed through investigations and direct a high level of inquiry. Questions reflect evidence to consider alternatives and evoke inquiry about past and present decisions.	Questions direct inquiry throughout the investigation. Questions gain evidence and compare alternatives, and query past and present decisions.	Questions are developed with assistance to direct inquiry. Simple questions with some evidence in considering alternatives, including questions about past and present decisions.	Support required in developing questions to direct inquiry. Limited to no evidence of thinking about alternatives, and past and present decisions.
ACHASS1074	Identifies and applies knowledge from multiple types of sources to direct historic inquiry. Bibliography reflects information from primary and secondary sources and supports inquiry.	Multiple types of sources used to direct historic inquiry. Bibliography included and supports inquiry.	Identifies types of sources suitable to support historic inquiry.	Some types of sources are identified to support historic inquiry.	Limited types of sources identified to support historic inquiry.
ACHASS1076	Excellent knowledge and understanding demonstrated in a timeline. Information is highly accurate and includes key events and people in chronological order. Highly informative explanations about sequenced events.	Comprehensive timeline created with accurate information including key events and people in chronological order. Explanations about sequenced events are informative.	Timeline created with accurate information including key events and people in chronological order, with explanations about sequenced events.	Timeline has information about key events and people in chronological order. Some explanations about sequenced events.	Simple timeline created with some information about key events and people in chronological order. Limited explanations included about sequenced events.
ACHASSK084	Excellent understanding of an explorer's discoveries of the Australian coastline using navigation maps from a variety of primary and secondary sources to reconstruct their journeys.	High understanding of an explorer's discoveries of the Australian coastline using navigation maps from a variety of sources to reconstruct their journeys.	Sound understanding of an explorer's discoveries of the Australian coastline using navigation maps to reconstruct their journeys.	Good understanding of an explorer's discovery of the Australian coastline using navigation maps to reconstruct their journeys.	Limited evidence of understanding the discoveries of an explorer of the Australian coastline using simple maps to reconstruct their journeys.

BLM2

Inquiry Task Sheet

Student Name: _____

Choose a task set and complete each activity. You can sign each one as they are completed so you can keep track of your progress.

The Rule of Law

Knowledge	Understanding	Applying	Analysing	Creating	Evaluating
<p>Living in England during the 18th century was a harsh life with London's poorest citizens struggling to survive every day. Explain how poverty affected the people living in England during the 1700s and what types of crimes they were involved in that resulted in transportation to Australia.</p> <p>Investigate how the problems encountered in the British justice system resulted in a penal colony being established in Sydney Cove in 1788.</p>	<p>The <i>rule of law</i> is a concept in justice where peoples' rights and freedoms are supported in governance and society.</p> <p>Find as many principles as possible to help explain your understanding of the <i>rule of law</i>. Write a list of these principles with an explanation and example for each one.</p> <p><i>Include in your response how principles surrounding the rule of law impacted the lives of convicts, both positively and negatively as they found themselves embroiled in the British justice system.</i></p>	<p>How did the new colony's dilemma for survival impact the indigenous peoples' lifestyle at the time?</p> <p>Include in your explanation how events impacted the <i>Eora</i> tribe, who inhabited the area when the First Fleet arrived.</p> <p>Explain the <i>cause and effect</i> of each group's actions as they competed for vital resources in order to survive the harsh conditions of the Australian environment.</p>	<p>Explain your understanding of <i>terra nullius</i>, and how it was applied to the early colony in New South Wales.</p> <p>Include in your explanation examples of how the actions of Captain Arthur Phillip caused conflict with indigenous tribes when he granted land to new settlers and free convicts, as he believed he had the right to do under British law.</p> <p><i>Investigate how everyday life of indigenous people changed as the convicts became free settlers, traders and explorers through the 1800s.</i></p>	<p>Do you believe the Australian Indigenous and Torres Strait Islander people followed similar principles of <i>the rule of law</i> in their communities before 1788?</p> <p>Write an explanation for your answer and provide examples to support your thinking.</p> <p><i>Create a set of laws you believe the indigenous people may have followed in their communities before European arrival in 1788.</i></p>	<p>Explain the systems and procedures Australia has today that enables its citizens to know and follow laws in their communities.</p> <p>How are these laws enforced in Australian society?</p> <p><i>Include in your explanation how principles surrounding the rule of law is an important and integral part of the way Australian citizens can live in relative safety in their communities today.</i></p>
Signed:	Signed:	Signed:	Signed:	Signed:	Signed:

The cause and effect of European settlement

Knowledge	Understanding	Applying	Analysing	Creating	Evaluating
<p>Create a map showing the route taken by the First Fleet as they travelled from England.</p> <p>Describe the living conditions a convict may have experienced during their voyage to Australia on a First Fleet ship.</p>	<p>The First Fleet convicts lived a hard life and struggled to survive before and after arriving in Australia.</p> <p>What were the challenges they encountered from the first day of arrival in order to survive the harsh conditions of their new environment?</p>	<p>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, 1788.</p> <p>Draw a diagram of how the first penal colony would have been organised in Sydney Cove from 1788 – 1800.</p>	<p>Choose between one of these three options and write a short script monologue about their daily life in the first few weeks, or months after arriving into Sydney Cove 1788:</p> <ul style="list-style-type: none"> ✚ A convict ✚ An officer/guard ✚ A free settler (male or female) ✚ An Indigenous person <p><i>Present your script in a role play to the class</i></p>	<p>Create a passenger list of the type of people who would have travelled on the ship Sirius from the First Fleet.</p> <p>Why were passengers included on the First Fleet voyage?</p> <p>What was their purpose in this challenging venture?</p>	<p>Explain how the actions of the British government in creating a penal settlement in 1788 would impact Australian society throughout the years ahead?</p> <p>Provide examples in your response to support your thinking.</p>
Signed:	Signed:	Signed:	Signed:	Signed:	Signed:

Stage 2 History - summative assessment

How people, places and environments interact, past and present

- ACHASS1077 - examine information to identify different points of view and distinguish facts from opinions
- ACHASS1082 - present ideas, findings and conclusions in texts that incorporate digital and non-digital representations and discipline specific terms
- ACHASSK086 - the nature of contact between Aboriginal and Torres Strait Islander peoples and others, such as the Europeans, and the effects of these interactions on people and environments

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 New Holland was going to be a penal colony ruled under British sovereignty.
2. Compare how the British idea of the rule of law was different to that of the indigenous peoples' idea of this concept. Explain the actions of the newcomers, including examples about what they did and believed they had a right to do at the time. Include in your explanation the meaning of the term terra nullius and how it was used by the British government to take what they wanted from the Aboriginal people.
3. What were the short and long-term effects of European settlement regarding management of resources, such as food and water in the local environment, and how they took control of Indigenous land?

	A	B	C	D	E
ACHASS1077	All viewpoints across parties are considered and presented with a comprehensive understanding of related ethical implications about events of the past and present.	A variety of different viewpoints are considered and presented with related ethical implications about events of the past and present.	Different viewpoints are considered and presented with related ethical implications about events of the past and present.	Some viewpoints are considered and presented with related ethical implications about events of the past and present.	Viewpoints considered and presented with related ethical implications about events of the past and present have limited to no understanding.
ACHASS1082	Comprehensive and highly informative text created which communicates findings and conclusions in a report format. Highly accurate and effective application of historical and civic terminology to demonstrate excellent understanding of content.	Highly informative text and communicates findings and conclusions in a report format. Accurate and effective use of historical and civic terminology in all work presentations.	Information communicates findings and conclusions in a report format. Accurate historical and civic terminology used in all work presentations.	Information communicates some understanding of findings and conclusions in a report format. Historical and civic terminology used in work presentations.	Information communicates limited understanding of findings in a report format. Limited/no conclusions evident. Simple historical and civic terms used in all work presentations.
ACHASSK086	Comprehensive explanations with clear examples used to demonstrate understanding of European concept of land ownership, including terra nullius, and how it affected relations between groups at the time.	Comparisons include examples to support understanding of European concept of land ownership, including terra nullius, and how it affected relations between groups.	Compares the European concept of land ownership, including terra nullius with the indigenous peoples' relationship with the land, sea, waterways and sky, and how it affected relations between groups.	Has some understanding of European concept of terra nullius and how it affected relations between them and indigenous groups of the time.	Limited to no understanding of European's ideas on land ownership and how it affected relations between them and indigenous groups of the time.
	Demonstrates excellent understanding of cause and effect in considering how interactions between Europeans and Aboriginal and Torres Strait Islander Peoples had positive or negative effects. Examples used are highly persuasive.	Highly considers whether the interactions between Europeans and Aboriginal and Torres Strait Islander Peoples had positive or negative effects, with supporting examples.	Considers whether the interactions between Europeans and Aboriginal and Torres Strait Islander Peoples had positive or negative effects, with an example to support thinking.	Some consideration on the interactions between Europeans and Aboriginal and Torres Strait Islander Peoples had positive or negative effects.	Limited/no understanding about the interactions between Europeans and indigenous peoples and its positive or negative effects.

BLM5