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| **The Australian Colonies**  Exploring the development of British colonies in Australia | | **History Unit Overview (Draft)**  **Western Adelaide Region** *(Updated: July 2013)* | | | | | | | | | **Year 5** |
| Inquiry Questions | | | | | | Key Concepts | | | | | |
| * How did an Australian colony develop over time and why? * How did colonial settlement change the environment? * What were the significant events and who were the significant people that shaped Australian colonies? | | | | | | Students develop historical understandings through key concepts including **sources, continuity and change, cause and effect, perspectives, empathy** and **significance**.  Students explore reasons for colonisation and how lives were changed as a result. They identify locations of colony settlement across Australia and the impact this had on different communities. | | | | | |
| Historical Knowledge *(Content Descriptors)* | | | | | | | | | | | |
| The nature of a convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal people and Torres Strait Islanders), and how they changed the environment. | | | 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. | | | | | Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800 | | | |
| Historical Skills *(The students will…)* | | | | | | | | | | | |
| **Chronology, terms and concepts** | **Historical questions and research** | | | | **Analysis and use of sources** | | **Perspectives and interpretations** | | | **Explanation and communication** | |
| * Sequence historical colonisation events * Use historical terms when speaking, writing and illustrating | * Pose a range of questions about the past when investigating significant events and the contributions that individuals and groups have made to the development of colonies | | | | * Identify primary sources that provide information about colonisation * Locate relevant information from sources provided | | * Identify diversity in different points of view | | | * Use a range of communication forms (oral, graphic, written) and digital technologies | |
| Achievement Standard | | | | | | | | | | | |
| By the end of Year 5, students identify the causes and effects of change on particular communities, and describe aspects of the past that remained the same. They describe the different experiences of people in the past. They describe the significance of people and events in bringing about change.  Students sequence events and people (their lifetime) in chronological order, using timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and record information related to this inquiry. They examine sources to identify points of view. Students develop, organise and present their texts, particularly narratives and descriptions, using historical terms and concepts. | | | | | | | | | | | |
| Assessment | | | | | | | | | | | |
| Collection of work (Written, spoken/signed, multimodal): The purpose of this assessment is to make judgments about students’ responses to a series of focused tasks within a specified context and based on the process of historical inquiry. The focus of the collection of work is on the reasons for the establishment of British colonies in Australia and significant people that shaped Australian colonies. This could include:   * written explanations * annotated timelines * labelled maps * physical/visual artefacts * annotated photographs * journal entries * re-enactments and role-plays. | | | | **Research**: Historical investigation and narrative (Multimodal)  *The purpose of this assessment is to make judgments about students’ abilities to research, collect, analyse and draw conclusions about historical sources.*  Students identify and then select an explorer, colonist, convict or Indigenous Australian. Students compose an inquiry question and then research (using primary and/or secondary sources) their inquiry subject’s way of life, identify significant events and investigate the cause and effect of their contribution to their community. Each student communicates to peers in a small group oral, or as a showcase or class display.  This historic narrative could include a visual support (video, PowerPoint, webpage/wiki). | | | | | Moderated Evidence   * Teachers develop tasks and plan units. * Teachers co-mark tasks to ensure consistency of judgments. | | |
| **Sources**: Australian Curriculum, Assessment and Reporting Authority (ACARA), Australian Curriculum v3.0: History for Foundation–10, www.australiancurriculum.edu.au/History/Curriculum/F-10; Year 5 plan, Australian Curriculum: History Queensland Studies Authority, October 2012 | | | | | | | | | | | |

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| **The Australian Colonies**  Investigating the colonial period in Australia | | **History Unit Overview (Draft)**  **Western Adelaide Region** *(Updated: July 2013)* | | | | | | | | **Year 5** |
| Inquiry Questions | | | | | | Key Concepts | | | | |
| * What were the significant events and who were the significant people that shaped Australian colonies? * What do we know about the lives of people in Australia’s colonial past and how do we know? | | | | | | Students develop historical understandings through key concepts including **sources, continuity and change, cause and effect, perspectives, empathy** and **significance**.  Students identify how colonisation impacted upon communities. | | | | |
| Historical Knowledge *(Content Descriptors)* | | | | | | | | | | |
| The reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony | | | | | 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. | | | | | |
| Historical Skills *(The students will…)* | | | | | | | | | | |
| **Chronology, terms and concepts** | **Historical questions and research** | | | **Analysis and use of sources** | | | **Perspectives and interpretations** | | **Explanation and communication** | |
| * Sequence significant historical events * Use historical terms when speaking, writing and illustrating | * Pose an investigation question to form a historical inquiry | | | * Identify sources relating to the impact colonisation had on local Aboriginal and Torres Strait Islander communities | | | * Identify different points of view in the community about the meaning and impact of colonisation | | * Develop historical texts, particularly narratives * Use a range of communication forms (oral, graphic, written) and digital technologies to create and edit a presentation that records and explains the past. | |
| Achievement Standard | | | | | | | | | | |
| By the end of Year 5, students identify the causes and effects of change on particular communities, and describe aspects of the past that remained the same. They describe the different experiences of people in the past. They describe the significance of people and events in bringing about change.  Students sequence events and people (their lifetime) in chronological order, using timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and record information related to this inquiry. They examine sources to identify points of view. Students develop, organise and present their texts, particularly narratives and descriptions, using historical terms and concepts. | | | | | | | | | | |
| Assessment | | | | | | | | | | |
| Collection of work (Written, spoken/signed, multimodal): The purpose of this assessment is to make judgments about students’ responses to a series of focused tasks within a specified context and based on the process of historical inquiry. The focus of the collection of work is on the reasons people migrated to Australia from Europe and Asia and could include:   * written explanations * questions of, and responses to, source material * labelled maps/diagrams * annotated timelines * annotated photographs * journal entries | | | **Research**: Presentation (Multimodal)  The purpose of this assessment is to make judgments about students’ abilities to research, collect, analyse and draw conclusions about historical sources.  Students explore a significant development or event that shaped the Australian colonies.  They examine the impact of this development or event on a colony and create and deliver a multimodal presentation. | | | | | Moderated Evidence   * Teachers develop tasks and plan units. * Teachers calibrate A–E samples of student work that link to the standards before marking tasks. They moderate to ensure consistency of judgments. * Teachers select representative folios and meet to ensure consistency of judgments before marking tasks. | | |
| **Sources**: Australian Curriculum, Assessment and Reporting Authority (ACARA), Australian Curriculum v3.0: History for Foundation–10, www.australiancurriculum.edu.au/History/Curriculum/F-10; Year 5 plan, Australian Curriculum: History Queensland Studies Authority, October 2012 | | | | | | | | | | |