



HUMANITIES AND SOCIAL SCIENCES – HISTORY

SAMPLE TEACHING AND LEARNING OUTLINE

YEAR 5

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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their teaching and learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the learning area syllabus.

Time allocation on which the outline is based

Two hours of teaching per week for one school term (10 weeks).

History key concepts embedded

- sources
- evidence
- continuity and change
- cause and effect
- significance
- perspectives

Prior knowledge

In Year 4 History, students learned about the First Fleet including reasons for the journey and their experiences following arrival and the impact of colonisation on the environment and people's lives.

Humanities and Social Science Skills

Students develop their understanding and application of skills, including questioning and researching, analysing, evaluating, communicating and reflecting. They apply these skills to their daily learning experiences and to investigate events, developments, issues and phenomena, both historical and contemporary.

Across the year different skills are emphasised in Civics and Citizenship, Economics and Business, Geography and History:

- Questioning and Researching (**Q&R**)
- Analysing (**A**)
- Evaluating (**E**)
- Communicating and Reflecting (**C&R**)

Suggested assessments are provided throughout the outline for teachers to select the timing, type and number of assessments in line with the school assessment policy.

The Australian colonies

Week	Knowledge and Understanding and Key Concepts	Focus Questions/Learning Intentions	HASS Skills	Teaching and Suggested Learning Activities
1-3	<p>The economic, political and social reasons for establishing British colonies in Australia after 1800 (e.g. the establishment of penal colonies)</p> <p>Concepts: sources, evidence, continuity and change, cause and effect</p>	<p>When were the colonies founded?</p> <p>What were the political, economic and social conditions in Britain?</p> <p>What were the political/economic/social reasons for the foundation of the Swan River Colony compared to the penal colony of Van Diemen's Land?</p> <p>Did the reasons for settlement influence who settled in the colony and its development?</p>	<p>Q&R > identify current understandings on a topic/locate and collect sources/identify information from sources /use a method to record (table)</p> <p>A > interpret information collected (identify cause and effect)/translate collected information different formats (timeline/map)</p> <p>E > Draw and justify conclusions based on information (identify similarities and differences)</p> <p>C&R > present findings in writing/use subject-specific terminology</p>	<p>Teaching ></p> <ul style="list-style-type: none"> ○ review what a colony is (from Year 4) ○ the difference between economic, political and social factors ○ the conditions in Britain in the 18th century <p>LA1 Show the class video clips on the founding of WA and the Swan River colony and discuss the key points regarding its foundation.</p> <p>LA2 Students locate on a blank map the main places of British settlement in Australia</p> <p>LA3 Students translate information into a timeline showing when each British colony/settlement in Australia was established.</p> <p>LA4 Students locate and collect sources to enable them to explore the link between the political, economic and social conditions in Britain and the establishment of the Swan River Colony and the penal colony of Van Diemen's Land.</p> <p>Students create a table to record the similarities and differences in the reasons for the establishment of Swan River Colony and the penal colony of Van Diemen's Land.</p> <p>Reflection > Use a revision activity to allow students to reflect on their learning.</p> <p>Suggested assessment > Students investigate the reasons why the Swan River Colony and Van Diemen's Land were established.</p> <p>Collect four primary sources for each colony that focus on different reasons why each colony was established.</p> <p>Identify whether there are different reasons for the establishment of each colony.</p> <p>Consider why the reasons given for colonisation would be different- look at the origin of the source/ the motive of the person/group writing the source.</p>

The Australian colonies

Week	Knowledge and Understanding and Key Concepts	Focus Questions/Learning Intentions	HASS Skills	Teaching and Suggested Learning Activities
4-6	<p>The patterns of colonial development and settlement (e.g. geographical features, climate, water resources, transport, discovery of gold) and how this impacted upon the environment (e.g. introduced species) and the daily lives of the different inhabitants (e.g. convicts, free settlers, Aboriginal and Torres Strait Islander Peoples)</p> <p>Concepts: sources, evidence, continuity and change, cause and effect, significance, perspectives</p>	<p>Who were the inhabitants?</p> <p>How did the settlement of Australia expand?</p> <p>What factors affected the pattern of expansion?</p> <p>In what ways does settlement impact on the environment?</p>	<p>A > interpret information collected (identify cause and effect)/translate collected information different formats (timeline)</p> <p>E > Draw and justify conclusions based on information (identify patterns)/use decision-making processes (consider different points of view)</p> <p>C&R > present findings in writing/use subject-specific terminology</p>	<p>Teaching ></p> <ul style="list-style-type: none"> ○ the idea of development and settlement patterns (using examples) ○ the impact of settlement on the environment ○ how the daily lives of inhabitants differed <p>LA5 Students complete <i>Activity 1: Settlement Patterns in the 1800s – River, Road and Rail</i> in ‘Agriculture in Colonial Australia’.</p> <p>LA6 Students use a local/regional history to explore the impact of colonial development and settlement on the environment and the daily lives of the different groups of inhabitants.</p> <p>LA7 Students locate and examine sources about the Swan River Colony to find evidence about the daily life of those who lived there at the time and the impact their activities had on the environment.</p> <p>LA8 Invite a speaker from the local historical society to discuss the impact of colonial development and settlement on the environment and the daily lives of the different groups of inhabitants.</p> <p>LA9 Students construct a ‘dual’ timeline of the early years of the Swan River Colony to show both Aboriginal and settler points of view (perspectives) on key events in the development of the settlement.</p> <p>LA10 Discuss with the class their opinions about what was the most significant change the Swan River Colony made to the environment.</p> <p>Reflection > Use a revision activity to allow students to reflect on their learning.</p>

The Australian colonies

Week	Knowledge and Understanding and Key Concepts	Focus Questions/Learning Intentions	HASS Skills	Teaching and Suggested Learning Activities
7-8	<p>The economic, social and political impact of one significant development or event on a colony and the potential outcomes created by ‘what if ...?’ scenarios (e.g. frontier conflict; the gold rushes; the Eureka Stockade; the Pinjarra Massacre; the advent of rail; the expansion of farming; drought)</p> <p>Concepts: sources, evidence, continuity and change, cause and effect, significance</p>	<p>What were the significant developments and events that occurred in the Swan River Colony? How can different decisions/actions create different outcomes?</p>	<p>Q&R > locate and collect sources/identify information from sources /use a method to record (a graphic organiser)</p> <p>C&R > present findings in writing/use subject-specific terminology</p>	<p>Teaching ></p> <ul style="list-style-type: none"> ○ the significant developments and events that occurred in the Swan River Colony ○ the idea of ‘what if ...?’ scenarios and their potential outcomes (using examples from the First Fleet – Year 4) <p>LA11 Students investigate the economic, social and political impact of the discovery of gold in Coolgardie and Kalgoorlie.</p> <p>Consider the impact if the Golden Pipeline was not built? OR if the world price of gold increased significantly OR a student-generated ‘what if ...’.</p> <p>Reflection > Use a revision activity to allow students to reflect on their learning.</p>

The Australian colonies

Week	Knowledge and Understanding and Key Concepts	Focus Questions/Learning Intentions	HASS Skills	Teaching and Suggested Learning Activities
9-10	<p>The contribution or significance of one individual or group in shaping the Swan River Colony, including their motivations and actions (e.g. groups such as explorers, farmers, pastoralists, convicts or individuals such as James Stirling, John Septimus Roe, Thomas Peel)</p> <p>Concepts: sources, evidence, continuity and change, significance</p>	<p>Who were the significant individuals in the Swan River Colony?</p> <p>Who were the significant groups in the Swan River Colony?</p>	<p>Q&R > locate and collect sources/identify information from sources /use a method to record (a graphic organiser)</p> <p>C&R > present findings in writing/use subject-specific terminology</p>	<p>Teaching ></p> <ul style="list-style-type: none"> ○ the significant individuals who shaped the Swan River Colony ○ the significant groups that shaped the Swan River Colony <p>Assessment > Students select one significant individual in the Swan River Colony and investigate when and why they came to the colony, their contribution/achievements or significance in shaping the colony, including their motivations and actions.</p> <p>Students are guided through the various stages of the Historical inquiry:</p> <ul style="list-style-type: none"> • develop and refine a range of questions required to plan an inquiry • locate and collect information from a range of appropriate primary sources and secondary sources • record selected information • use ethical protocols when gathering information • present findings including the contribution and/or significance of the individual <p>Reflection > Use a revision activity to allow students to reflect on <i>'The Australian Colonies'</i>.</p>

Teaching resources

Australian History Series Book 5: The Australian Colonies – Lisa Craig (Ready-Ed Publications, 2011)

The Australian Colonies (R.I.C. Publications, 2013)

Swan River Colony

<http://aso.gov.au/titles/documentaries/bigger-texas/clip1/>

<https://www.youtube.com/watch?v=Lh4KiWebAE8>

<http://www.valuingheritage.com.au/SwanRiverColony/>

<http://heritageperth.com.au/files/2012/11/Settlement-of-the-Swan-.pdf>

<http://www.valuingheritage.com.au/SwanRiverColony/images/20110131%20Swan%20River%20Colony%20Timeline%20FINAL.pdf> (teacher resource)

http://www.valuingheritage.com.au/SwanRiverColony/Historical_Inquiry_into_Significant_People.html

Impact on Aboriginal People: eyewitness at Pinjarra at:

https://www.google.com.au/search?q=valuing+heritage+wa&rls=com.microsoft:en-AU:IE-Address&ie=UTF-8&oe=UTF-8&sourceid=ie7&gfe_rd=cr&ei=LBBFWLrUCsfu8wfxiZ3QBA&gws_rd=ssl

Western Australia's Heritage: Rail transport at: <http://www.railheritagewa.org.au/info/wart.htm>

Fremantle History 1829-WW2(1945) at: <http://www.fremantlewesternaustralia.com.au/fremantle-history.htm>

National Trust WA resources: The British Empire: a timeline with WA in context 1492-1903; A Colonial Settlement: migration to the Swan River Colony 1827-1890s; Peninsula Farm (Tranby); Golden Pipeline: facts & photos, gold & water

Australian History - Penal Colonies

<https://www.youtube.com/watch?v=S5qYjm6xRZk>

'Agriculture in Colonial Australia' - Australian Government Department of Agriculture

http://www.fas.org.au/wp-content/uploads/2016/04/AFYear5History_Unit_with_bmks.pdf

Settlement pattern of Australia's towns to 1911 (teacher resource – contains some maps that could be used with students)

https://bitre.gov.au/publications/2014/files/report_136_CHAPTER_3_WEB_FA.pdf

Literature

Greenwood, M. *'Ned Kelly and the Green Sash'*. Walker Books

Gillespie, M. *'Sam, Grace and the Shipwreck'*. Fremantle Arts Centre