AUSVELS: AUSTRALIAN CURRICULUM: **HISTORY YEAR/LEVEL 5**: The Australian Colonies

Key inquiry questions:

* What do we know about the lives of people in Australia’s colonial past and how do we know?
* How did an Australian colony develop over time and why?
* How did colonial settlement change the environment?
* What contribution have significant individuals and groups made to the development of Australian society?

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| Key Concepts: sources, continuity and change, cause and effect, perspectives, empathy and significance. | |
| Strand 1: Historical Knowledge & Understanding | Strand 2: Historical Skills |
| **The Australian Colonies:**  Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800. (ACHHK093)   * investigating the reasons for the establishment of one or more British colonies such as a penal colony (for example Moreton Bay, Van Diemen’s Land) or a colony that later became a state (for example Western Australia, Victoria)   The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed. (ACHHK094)     * investigating colonial life to discover what life was like at that time for different inhabitants (for example a European family and an Aboriginal or Torres Strait Islander Language group, a convict and a free settler, a sugar cane farmer and an indentured labourer) in terms of clothing, diet, leisure, paid and unpaid work, language, housing and children’s' lives'. * mapping local, regional and state/territory rural and urban settlement patterns in the 1800s, and noting factors such as geographical features, climate, water resources, the discovery of gold, transport and access to port facilities that shaped these patterns * investigating the impact of settlement on the environment (for example comparing the present and past landscape and the flora and fauna of the local community)   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. (ACHHK095)  **ã**   * comparing push and pull factors that have contributed to people migrating to Australia (for example economic migrants and political refugees) * exploring individual narratives using primary sources (for example letters, documents and historical objects); interviewing and recording an oral history; dramatising the journey and circumstances of arrival based on the sources * describing cultural practices related to family life, beliefs and customs of newly arrived migrant groups and comparing these with those of the communities in which they settled within Australia * connecting stories of migration to students’ own family histories (where appropriate)   The reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony. (ACHHK096)  **ã**   * identifying the reasons why people migrated to Australia in the 1800s (for example as convicts; assisted passengers; indentured labourers; people seeking a better life such as gold miners; and those dislocated by events such as the Industrial Revolution, the Irish Potato Famine and the Highland Clearances) * investigating the experiences and contributions of a particular migrant group within a colony (for example Germans in South Australia, Japanese in Broome, Afghan Cameleers in the Northern Territory, Chinese at Palmer River, Pacific Islanders in the Torres Strait) * connecting (where appropriate) stories of migration to students’ own family histories   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. (ACHHK097)     * investigating the contribution or significance of an individual or group to the shaping of a colony in the 1800s (for example groups such as explorers or pastoralists; or individuals such as Blaxland, Lawson and Wentworth, G.J.Macdonald, Elizabeth and John Macarthur, Caroline Chisholm, Saint Mary Mackillop, Peter Lalor, James Unaipon) * exploring the motivations and actions of an individual or group that shaped a colony | **Chronology, terms & concepts:**  Sequence historical people and events (ACHHS098)   * compiling an annotated timeline showing key stages in the development of colonial Australia including the date of European settlement in each state, the date the colony was established, the date of self-government   Use historical terms and concepts (ACHHS099)   * using historical terms (such as the gold era, the Eureka Stockade, the Myall Creek Massacre, colony) * understanding the key concepts related to the content such as settlement, expansion, migration, protection, development, rural, urban)   **Historical questions & research:**  Identify questions to inform an historical inquiry (ACHHS100)   * developing key questions about the local community or region (for example: ‘Why was the area settled?’ ‘What people came to live in the area?’ ‘How did they make their living?’ ‘How did men, women, and children live?’)   Identify and locate a range of relevant sources (ACHHS101)   * using internet search engines, museums, library catalogues and indexes to find material relevant to an inquiry (for example primary sources such as stories, songs, diaries, official documents, artworks) * understanding the internet domain names ‘com’, ‘edu’, ‘gov’ as indicators of the provenance of a source * visiting a local cemetery and surveying the graves to find clues * about the patterns of settlement, ages and causes of death in the local area   **Analysis & use of sources:**  Locate information related to inquiry questions in a range of sources (ACHHS102)   * finding relevant historical information about colonial Australia from primary and secondary sources * using pro formas and datasheets to develop questions, and record information and sources/references   Compare information from a range of sources (ACHHS103)   * examining two sources of evidence to identify similarities and/or differences, and describing what they reveal about the past * checking publication dates to put information contained in a text in historical context (for example a 1965 Australian history book may provide a different perspective to one published in 2010)   **Perspectives & interpretations:**  Identify points of view in the past and present (ACHHS104)   * identifying the different motives and experiences of individuals and groups in the past (for example the reasons people migrated to Australia and their diverse experiences)   **Explanation & communication:**  Develop texts, particularly narratives and descriptions, which incorporate source materials (ACHHS105)   * using sources to develop narratives (for example reasons for the establishment of colonies, effects of key developments and events on colonies, the impact of significant groups or individuals on development) * using some of the language devices of narratives, evocative vocabulary, and literary sentence structures but using real characters and events to tell their story * creating visual, oral or written journals reflecting the daily life experiences of different inhabitants of a convict or colonial settlement   Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS106)   * using ICT to create presentations which are suitable for the target audience and include text, images and/or audiovisuals * using communication technologies to exchange information and to foster a collaborative response (for example a wiki) |
| **Level 5 achievement standard**  By the end of Level 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. | |

\*This document intends to assist teachers in their implementation of the Australian curriculum through AUSVELS– it combines description and elaboration statements. The blue elaborations are examples of how the learning can be achieved; not a list of tasks that have to be done. Teachers are advised to consult the online documentation to clarify further detail for themselves. The ‘AusVELS’ is the official documentation for Victorian schools.

Cross-curriculum priorities to be included in all learning areas: Aboriginal and Torres Strait Islander histories and cultures (); Asia and Australia’s engagement with Australia (ã ); Sustainability ()

Reference : <http://ausvels.vcaa.vic.edu.au/> This grid is an adaption of the information from the VCAA site to create a visual representation to assist teachers.