

Year 5 unit overview – Australian Curriculum: History

Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum v5.1: History for Foundation–10*

< <http://www.australiancurriculum.edu.au/Year5?a=H&c=1&c=6&c=5&c=3&c=4&c=2&c=7&p=3&p=1&p=2&layout=1>>.

Retrieved 23rd November 2013

| School Name | Unit title | Duration of unit |
|---------------------------------|------------|-------------------------------------|
| Faith Lutheran College Redlands | History | Term 3 -1 0 weeks term 4 - 10 weeks |

Unit outline

Students will investigate the colonial period of Australia.

In this unit students will investigate the following questions:

- What were the significant events and who were the significant people that shaped Australian colonies?
- What do we know about the lives of the people in Australia's colonial past and how do we know?

This unit will assist students to:

- Recognise the Key events in Australia of the colonial period after the 1800
- Investigate the reasons why people migrated to Australia in the colonial period and the impacts of that migration
- Appreciate the impacts of significant developments and events - the gold rush and the Eureka Stockade
- Pose questions to investigate the significance of individuals and groups in shaping the colonies
- Use provided sources to investigate and describe the significance of individuals and groups in shaping the colonies

The content of this unit is in alignment with *Australian Curriculum 2013*, and will provide opportunities to develop historical understandings through the key concepts of sources, continuity and change, cause and effect, perspectives, empathy and significance.

It will also develop students' historical skills, including: sequencing events in chronological order, identifying different types of sources, locating information in sources, comparing information from a range of sources, and developing texts, which incorporate information from sources.

Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum v5.1: History for Foundation–10*
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Identify Curriculum

History Level Description

The Australian Colonies

The Year 5 curriculum provides a study of colonial Australia in the 1800s. Students look at the founding of British colonies and the development of a colony. They learn about what life was like for different groups of people in the colonial period. They examine significant events and people, political and economic developments, social structures, and settlement patterns.

The content provides opportunities to develop historical understanding through key [concepts](#) including **sources**, [continuity and change](#), [cause and effect](#), [perspectives](#), [empathy](#) and [significance](#).

These [concepts](#) may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The history content at this year level involves two strands: *Historical Knowledge and Understanding and Historical Skills*. These

strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

A framework for developing students' historical knowledge, understanding and skills is provided by **inquiry questions** through the use and [interpretation](#) of sources. The key inquiry questions at this year level are:

Key inquiry questions

1. What do we know about the lives of people in Australia's colonial past and how do we know?
2. How did an Australian colony develop over time and why?
3. How did colonial settlement change the environment?
4. What were the significant events and who were the significant people that shaped Australian colonies?

Key Inquiry Questions

- How did an Australian colony develop over time and why?
- How did colonial settlement change the environment?
- What do we know about the lives of people in Australia's colonial past and how do we know?
- What were the significant events and who were the significant people that shaped Australian colonies

Content Descriptions.

Historical Knowledge and Understanding

The Australian Colonies

- 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](#))
- The reasons people migrated to Australia from Europe and [Asia](#), and the experiences and contributions of a particular migrant group within a colony. ([ACHHK096](#))
- 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](#))

Historical Skills

Analysis and use of sources

- Compare information from a range of sources ([ACHHS103](#))
- Locate information related to inquiry questions in a range of sources ([ACHHS102](#))

Chronology, terms and concepts

- Sequence historical people and events ([ACHHS098](#))
- Use historical terms and concepts ([ACHHS099](#))
- **Explanation and communication** Develop texts, particularly narratives and descriptions, which incorporate source materials ([ACHHS105](#))
- Use a range of communication forms (oral, graphic, written) and digital technologies ([ACHHS106](#))

Historical questions and research

- Identify and locate a range of relevant sources ([ACHHS101](#))
- Identify questions to inform an historical inquiry ([ACHHS100](#)) Perspectives and interpretations
- Identify points of view in the past and present ([ACHHS104](#))

Year 5 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.

Dimensions of teaching and learning

Content descriptions

This unit provides opportunities for students to engage in the above Australian Curriculum Content descriptions.

General capabilities

Literacy

- Comprehending texts through listening, viewing and reading.
- Composing texts through speaking, writing and creating.
- Text knowledge.
- Grammar knowledge.
- Word knowledge.

Numeracy

- Recognising and using patterns and relationships.
- Interpreting and drawing conclusions from statistical information.
- Using measurement.

Information and communication technology capability

Queensland student ICT expectations

- Inquiring with ICT.
- Creating with ICT.
- Communicating with ICT.

•Australian Curriculum ICT Capabilities

- Investigating with ICT.
- Creating with ICT.
- Communicating with ICT.

Critical and creative thinking

- Inquiring - identifying, exploring and clarifying information.
- Analysing, synthesising and evaluating information.

Personal and social capability

- Self-management.
- Social awareness.
- Social management.

Ethical behaviour

- Exploring values, rights and ethical principles.

Intercultural understanding

- Empathy.

Cross-curriculum priorities

Aboriginal and Torres Strait Islander histories and cultures

Students will develop a knowledge, deep understanding and respect for Aboriginal peoples' and Torres Strait Islander peoples' history and culture and build awareness that their histories are part of a shared history belonging to all Australians.

The embedding of Aboriginal peoples' and Torres Strait Islander peoples' perspectives into the curriculum requires more than addressing curriculum and pedagogy. To ensure holistic learning, teachers need to address the other realms of the Embedding Aboriginal and Torres Strait Islander perspectives in schools (EATSIPS) framework. These are:

- Personal and professional accountability
- Community engagement

- Organisational environment.

For further information refer to Delivering Aboriginal and Torres Strait Islander Perspectives in the classroom

Asia and Australia's engagement with Asia

Students will:

develop an understanding of the diverse histories of Asia and build an appreciation of Asia's importance and its historical contribution to Australia and the world

- develop an appreciation of the history of Australia-Asia engagement and how this influences contemporary relationships.

Sustainability

Students will develop world views for a more sustainable and just future by studying the past relationship between humans and the environment.

Relevant prior curriculum

Students require the following prior knowledge, understandings and skills from their study of The Australian Colonies: Exploring the development of British colonies in Australia, including:

- knowledge of the expansion of the colonies after the first European settlement in Sydney Cove
- an understanding of how people and events bring about change
- historical skills of sequencing events and people in chronological order to identify key dates, locating information in sources to answer questions, and explaining and communicating.

Curriculum working towards

The teaching and learning in this unit work towards building the following knowledge, understandings and skills in the next unit - Australia as a nation: Investigating the development of the Australian nation, including:

- knowledge of rivalry between the colonies leading up to Federation in 1901
- an understanding of significant individuals and groups in the shaping of the colonies
- the historical skills of posing questions to frame an inquiry, locating information in sources to answer questions, and explaining and communicating.

| Feedback | Supportive learning environment |
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| <p>Feedback to students</p> <p>Establish active feedback partnerships between students, teachers and parents to find out:</p> <ul style="list-style-type: none"> • what each student already knows and can do • how each student is going • where each student needs to go next. <p>Ensure feedback is timely, ongoing, instructive and purposeful. Feedback may relate to misunderstandings and common alternative conceptions. In this unit this may include:</p> <ul style="list-style-type: none"> • Students may believe that everyone experienced the past in the same way. Explain to students that each person's experience is unique and the same event can be experienced in many different ways. • Students may think that the past is a story made of fixed facts. Explain to students that because people's experiences are different, the way they tell stories of what is happening can be different too, so the 'facts' they record can be different and interpreted in different ways. • Students may believe that every change in the past was for the good - they see change as progress. Explain to students that sometimes things change for the better, sometimes for the worse and it can affect different people in different ways. • Students may believe that history is learned only by reading books. Explain to students that we can learn about the past from people, natural and built places in the community, photographs, newspapers, oral histories, recordings, diaries and letters. • Students may think that events in the past happened by | <p>Differentiation</p> <p>What do your students already know and what do your students need to learn? Consider the individual needs of your students - including ESL, gifted and talented, and students requiring additional support.</p> <p>Start where students are at and differentiate teaching and learning to support the learning needs of all students. Plan and document how you will cater for individual learning needs. The learning experiences within this unit can be differentiated by increasing the:</p> <ul style="list-style-type: none"> • frequency of exposure for some students • intensity of teaching by adjusting group size • duration needed to complete tasks and the assessment. <p>For guided and/or independent practice tasks:</p> <ul style="list-style-type: none"> • Student groupings will offer tasks with a range of complexities to cater for individual learning needs. • Rotational groupings allow for more or less scaffolding of student learning. |

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| <p>chance or 'fate'. Explain to students that decisions made and actions taken by people influence events.</p> <ul style="list-style-type: none"> • Students may think that history is only in the past and is 'finished'. Explain to students that the actions and decisions we take now are already a part of history. • Students may believe that when change happens, it is always quick. Explain that some changes can be immediate and dramatic, while others can occur slowly and can be difficult to observe while they are happening. • Students may think that history is about events that occurred a long time ago rather than the ongoing story of peoples' lives. Explain that by studying the past and how people and places have changed, using the historical inquiry process, we are better able to appreciate the present and face future challenges. Use feedback to inform future teaching and learning. | |
| <p>Assessing student learning</p> <p><i>Assessment - Historical inquiry: Conduct a historical inquiry into the significance of people and events in bringing about change to colonial Australia.</i></p> <p>Students demonstrate an understanding of the role of an individual and event (Peter Lalor and the Eureka Stockade) in the shaping of the colonies. They demonstrate their historical knowledge and understandings and historical skills by:</p> <ul style="list-style-type: none"> • developing questions to frame an historical inquiry • identifying a range of sources related to inquiry questions • locating and recording relevant information from sources in response to inquiry questions | <p>Monitoring student learning</p> <p>Monitoring student learning</p> <p>Student learning should be monitored throughout the teaching and learning process to determine student progress and learning needs.</p> <p>Each lesson provides opportunities to gather evidence about how students are progressing and what they need to learn next. Specific monitoring opportunities in this unit may include:</p> <p>Observation</p> <p>Collect information about students' ability to:</p> <ul style="list-style-type: none"> • use historical terms and concepts appropriately • sequence historical events and developments |

- sequencing events in chronological order
- describing the significance of people and events in bringing about change
- developing, organising and presenting the results of their inquiry, using historical terms and concepts.

This assessment provides opportunities to gather evidence of student learning in:

Historical Knowledge and Understanding

- 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.
- 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.

Historical Skills

Chronology, terms and concepts

- Sequence historical people and events.
- Use historical terms and concepts.

Historical questions and research

- Identify questions to inform an historical inquiry.
- Identify and locate a range of relevant sources.

Analysis and use of sources

- Locate information related to inquiry questions in a range of sources.
- Compare information from a range of sources.

Perspectives and interpretations

- locate information in provided sources
- examine and compare sources to find similarities and differences in the past
- demonstrate historical knowledge and understandings when responding to focus and inquiry questions.

Consultation

Consult with students about their ability to:

- locate relevant information in provided sources
- organise and record information from these sources
- draft and edit written answers and responses
- select and use historical information effectively in responses

Samples of student work

Check student understanding via:

- quizzes
- questions which elicit a range of responses from comprehension to evaluation
- peer reviews
- collection of student work and the provision of detailed written feedback relating to structure, style, language, and appropriate use of historical terms and concepts
- timelines (sequencing of events and people, using time intervals, using annotations)
- graphic organisers (prior knowledge, continuity and change, comparing and contrasting, source analysis, posing questions and identifying point of view)

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| <ul style="list-style-type: none"> • Identify points of view in the past and present. <p>Explanation and communication</p> <ul style="list-style-type: none"> • Develop texts, particularly narratives and descriptions, which incorporate source materials. • Use a range of communication forms (oral, graphic, written) and digital technologies. | |
| <p>Sequence teaching and learning.</p> | <p>Teaching Plan</p> |
| <p>Teaching strategies and learning experiences</p> <p>Teaching strategies and learning experiences A suggested learning sequence is outlined below.</p> <p>Setting the scene</p> <ul style="list-style-type: none"> • Australian colonies in the 1800s. • Inquiring into the gold rushes in Australia. • Inquiring into changes brought about by the gold rushes. • Changing populations. <p>Investigating the evidence</p> <ul style="list-style-type: none"> • Life on the goldfields. • Aboriginal peoples on the goldfields. • Chinese people on the goldfields. • Impacts of the gold rushes. • Unrest on the Victorian goldfields. • Describing a significant person. <p>Assessment</p> <ul style="list-style-type: none"> • Developing questions about the role of Peter Lalor in shaping the colony. • Identifying and comparing sources. • Examining sources to identify points of view. | <p>As attached</p> |

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| <ul style="list-style-type: none">• Locating and recording information.• Sequencing events of the Eureka Stockade.• Developing the text - organising information.• Developing the text - composing. <p>Developing communication, multi modal presentation.</p> <p>Making connections</p> <ul style="list-style-type: none">• Humanitarians shaping a colony. <p>Drawing conclusions</p> <ul style="list-style-type: none">• People and groups who shaped the colonies. | |
| <p>Reflection on the unit plan</p> <p>Identify what worked well during and at the end of the unit for future planning. Reflection may include:</p> <ul style="list-style-type: none">• Activities that worked well and why• Activities that could be improved and how• Monitoring and assessment that worked well and why• Monitoring and assessment that could be improved and how• Common student misconceptions that need, or needed, to be clarified• Differentiation and future student learning needs. | |

References:

Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum v5.1: History for Foundation–10*
< <http://www.australiancurriculum.edu.au/Year5?a=H&c=1&c=6&c=5&c=3&c=4&c=2&c=7&p=3&p=1&p=2&layout=1>>.

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