

A large, stylized tree graphic in shades of purple and grey, with a thick trunk and a canopy of branches that fills most of the page. The tree is positioned on the left side, with its trunk extending downwards and its canopy spreading across the top and right.

HUMANITIES AND SOCIAL SCIENCES – HISTORY

SAMPLE TEACHING AND LEARNING OUTLINE

YEAR 4

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Disclaimer

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 12 weeks

History key concepts embedded

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

Prior knowledge

In Year 3 History, students learned about continuity and change in the local community, region or state/territory, the role of different cultural groups as well as the origins and significance of particular celebrations or commemorations in Australia, including the associated symbols and emblems.

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, 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.

First contacts

Week	Knowledge and Understanding and Key Concepts	Focus Questions/Learning Intentions	HASS Skills	Teaching and Suggested Learning Activities
1-3	<p>The diversity and longevity of Australia's first peoples and the ways they are connected to Country/Place (e.g. land, sea, waterways, skies) and their pre-contact ways of life</p> <p>Key concepts: sources, evidence, cause and effect</p>	<p>Who are Australia's first peoples?</p> <p>When, how and where did they come from?</p> <p>When and how did Australia's first peoples spread across the continent?</p> <p>Did the way of life of first peoples vary across the continent?</p> <p>Ways that first peoples are connected to the land?</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 into different formats (timeline/map)/identify different points of view/perspectives in information/explore different stories on the same topic</p> <p>E > draw conclusions and give explanations based on information and/or data (show similarities and differences)</p>	<p>Teaching ></p> <ul style="list-style-type: none"> ○ Pre-history migrations of Aboriginal peoples across the world and within Australia ○ A timeline to put Aboriginal First Peoples' migration into context of world migration and of Ancient civilisations such as Egypt, India, Greece, Rome and China ○ Connection to the land and pre-contact ways of life <p>LA1 Show the class video clips on the 'The first people in Australia' such as: https://aso.gov.au/titles/documentaries/first-australians-episode-1/clip1/ First Australians – Episode 1, <i>They Have Come to Stay</i> (2008) https://www.youtube.com/watch?v=8pKBRIomsxw</p> <p>The first people in Australia (the origins of Australia's Aboriginal people) Discuss 'who, what when where, how'</p> <p>LA2 Students translate information into a timeline placing Aboriginal first peoples into context of:</p> <ol style="list-style-type: none"> 1. Early human migration 2. Ancient civilisations such as Egypt, India, Greece, Rome and China <p>https://www.google.com.au/search?q=Map+showing+pre+history+migration+of+aboriginal+peoples&rls=com.microsoft:en-AU:IE-Address&source=lnms&tbm=isch&sa=X&ved=0ahUKEwie6YSYw7LVAhXFpQKHaxwAo8Q_AUICigB&biw=1280&bih=878#imgrc=hxN3clsh2mFwIM:&spf=1501469898485</p> <p>Australia 50,000 Years ago NSW Migration Heritage Centre –NSW Government</p> <p>LA3 Students explore how and why? The two views of 'intentionally' or by 'accident'</p>

First contacts

Week	Knowledge and Understanding and Key Concepts	Focus Questions/Learning Intentions	HASS Skills	Teaching and Suggested Learning Activities
			<p>C&R > present findings in written, oral tabular form/use relevant terms</p>	<p>(introduce the concepts of source, evidence, cause and effect, perspective)</p> <p>LA4 Students use sources to examine pre-contact way of life including ways they are connected to Country/Place. Some useful links:</p> <p>Images and descriptions of Lake Condah (Victoria)</p> <p>http://nationalunitygovernment.org/content/first-nations-peoples-lived-villages-and-farmed-invasion)</p> <p>Noongar knowledge: Sharing Noongar culture</p> <p>https://www.noongarculture.org.au/noongar/</p> <p>Note the similarities and difference in terms of lifestyle between the two groups or any chosen groups.</p> <p>Talking Country: WorLA(Why the emu can't fly)</p> <p>https://ictv.com.au/video/item/192</p> <p>Reflection > Use a revision activity to allow students to reflect on their learning. This could include a Dreamtime story and/or a picture and understanding its meaning</p> <p>Suggested assessment >Use sources to write on the pre-contact ways of life of Aboriginal and Torres Strait Islander Peoples</p> <p>http://www.nma.gov.au/education/resources/resources_to_order/first_australians_plenty_stories</p> <p>First Australians: Plenty Stories (a comprehensive resource)</p>
4-6	<p>The journey(s) of at least one world navigator, explorer or trader up to the late 18th century (e.g. Christopher Columbus,</p>	<p>What was the known world?</p> <p>The different views of the world in the 15th/16th century or earlier?</p>	<p>Q&R > identify current understanding of a topic/develop a range of focus questions to investigate/locate and collect information from</p>	<p>Teaching ></p> <ul style="list-style-type: none"> ○ Early maps, including Chinese and Arab charts, to explore the difference between the known and unknown world and the different ideas about the world – flat, round, balanced ○ When and why the early navigators began their exploration? ○ Early navigators and explorers up to the late 18th century

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	<p>Vasco de Gama, Ferdinand Magellan, including their contacts and exchanges with societies in Africa, the Americas, Asia and Oceania, and their impact on one society</p> <p>Key concepts: sources, evidence, continuity and change, cause and effect, significance, perspectives</p>	<p>What navigators have we heard of?</p> <p>Who were early navigators?</p> <p>When/why did the navigators begin to explore other parts of the world (the New World)?</p> <p>What happens when different peoples come into contact with each other?</p>	<p>a variety of sources/ record selected information and/or data/recognise the ethical protocols that exist when gathering information and/or data</p> <p>A > develop criteria for selecting relevant information/interpret information collected (identify cause and effect)/translate collected information into different formats (timeline/maps)/ identify different points of view</p> <p>E > draw conclusions and give explanations, based on information/use decision-making processes (recognise different points of view)</p>	<ul style="list-style-type: none"> ○ Overview of contacts and exchanges with societies in Africa, the Americas, Asia and Oceania and their impact on society ○ In-depth study of at least one world navigator, explorer or trader up to the late 18th century and the impact on one society (summative assessment) <p>LA5 Have students analyse the changes in the known world over time and suggest reasons why there were such different maps even from the same period</p> <p>LA6 Students view slide player: ‘Which European motive was the most influential in guiding sea exploration?’ and discuss each of the points raised in terms of importance</p> <p>http://slideplayer.com/slide/10443971/</p> <p>and/or</p> <p>The introductory activity ‘Facing the unknown’ National Library of Australia digital classroom Year 4</p> <p>https://www.nla.gov.au/digital-classroom/year-4/Introductory%20activities</p> <p>LA7 Review a world map of exploration 15th to late 18th century. Have students describe (written) what has happened to the known world as a result of this exploration.</p> <p>LA8 An <i>overview</i> of contact, exchange and impact of European exploration on societies in Africa, the Americas, Asia and Oceania. This could be done using primary evidence.</p> <p>LA9 Students (either individually or in groups) examine one world navigator, explorer or trader including their contacts and exchanges with societies in Africa, the Americas, Asia and Oceania, and their impact on one society (allocate personality to each student/group) so that there are several personalities explored by the class (suggested assessment but it is a teaching</p>

First contacts

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			<p>C&R > present findings in a range of communication forms /using relevant terms/ reflect on learning</p>	<p>tool at the same time) Regular <i>observation</i> and <i>recording</i> of progress/achievement.</p> <p>Students are guided through the various stages of the <i>Historical inquiry</i>:</p> <ul style="list-style-type: none"> • develop a range of focus questions to investigate • locate and collect information from a variety of sources (both primary and secondary sources) • record selected information (suggest ways that this can be done) • recognise the ethical protocols that exist when gathering information • present findings and conclusions including the contribution and/or significance of the particular navigator, explorer or trader; their contacts and exchanges and the impact on one society <p>Reflection > Use a revision activity to allow students to reflect on their learning.</p>
7-9	<p>Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival (e.g. treatment of convicts, daily lives, social order)</p> <p>Key concepts: sources, evidence, continuity and change, cause and effect, perspective, empathy</p>	<p>Who, when, what was the First Fleet?</p> <p>Why did the British embark on this expedition?</p> <p>What was life like in the early years for convicts?</p> <p>What was daily life like in the first decade of the NSW colony?</p> <p>What was the social order in the NSW colony?</p>	<p>A > develop criteria for selecting relevant information (e.g. accuracy, reliability, usefulness)/explore different stories on the same topic</p> <p>E > draw conclusions and give explanations, based on information and/or data displayed in texts, tables, graphs and maps/ use decision-making processes</p>	<p>Teaching ></p> <ul style="list-style-type: none"> ○ Life in Britain that led to the rise in number of convicts ○ Captain Arthur Phillip ○ The experiences of different people/groups in the early years of settlement <p>LA10 National Library of Australia, digital classroom –Year 4 First contacts: First Fleet activity, Early settlement activity. Emphasis on sources as evidence and their perspective.</p> <p>https://www.nla.gov.au/digital-classroom/year-4</p> <p>There are several excellent YouTube videos accessed under ‘Stories of the First Fleet’. Use these to make a log of the types of people who were part of the First Fleet and conditions in Britain that led to the First Fleet.</p> <p><i>First Fleet Fellowship Vic Inc</i> website has excellent resources on the First Fleet. The link to stories has interesting information of the diverse people on the First Fleet as well as food /cattle, water supplies and a <i>Junior Fleeters</i> section,</p>

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			<p>C&R > present findings and conclusions in a range of communication forms, appropriate to audience and purpose, using relevant terms</p>	<p>including First Fleet Word Search and Puzzle and drawings that can be coloured in.</p> <p>https://firstfleetfellowship.org.au/</p> <p>The above would be a useful website to use, to teach students:</p> <ul style="list-style-type: none"> ○ how to navigate a website to obtain specific information as would the website 'Colonial Australia' that follows ○ how to take notes from a website <p>LA11</p> <p>Use the <i>Treks n Trails for kids</i> website 'Colonial Australia' to explore various aspects of life in early NSW for Aboriginals and convicts especially.</p> <p>http://www.treksntrails.info/colonial-australia.html</p> <p>The role of religion in early NSW and how it impacted on everyday life/social order.</p> <p>http://www2.sl.nsw.gov.au/archive/discover_collections/history_nation/religion/early/index.html</p> <p>Reflection > Use a revision activity to allow students to reflect on their learning.</p> <p>Suggested assessment > A poster or oral presentation depicting:</p> <ul style="list-style-type: none"> ○ the various groups of people in the First Fleet and their role/ place in the new colony ○ the social order in the colony with appropriate pictures and annotations.
10-12	The nature of contact between Aboriginal and/or Torres Strait Islander Peoples and	Who, which groups/nations had contact?	A > develop criteria for selecting relevant information/interpret	<p>Teaching ></p> <ul style="list-style-type: none"> ○ The nature of contact between Aboriginal and Torres Strait Islanders and the Macassans

First contacts

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	<p>others (e.g. the Macassans, Europeans) and the impact that these interactions and colonisation had on the environment and people's lives (e.g. dispossession, dislocation, the loss of lives through conflict, disease, loss of food sources and medicines)</p> <p>Concepts: sources, evidence, continuity and change, cause and effect, perspective, empathy, significance</p>	<p>When and why the contact?</p> <p>Did these interactions vary and why?</p> <p>What is colonisation? (review from above)</p> <p>What were the consequences of this interaction/colonisation on Aboriginal and/or Torres Strait Islanders in terms of the environment and people's lives?</p>	<p>information/identify different points of view</p> <p>E>draw conclusions and give explanations based on the information and/or data/use decision-making processes</p> <p>C&R > develop texts, including narratives and biographies, that use researched facts, events and experiences</p>	<ul style="list-style-type: none"> ○ The nature of contact between Aboriginal and Torres Strait Islanders and Europeans and the impact that these interactions and colonisation had on the environment and people's lives <p>LA12 View: <i>Archaeology and the Macassan visitors to Australia</i> http://splash.abc.net.au/home#!/media/154244/?id=154244 Discuss concepts of sources, evidence and the role of the archaeologist. Discuss what evidence suggests about the interaction between Macassans and the people of Arnhem land. Discuss the reliability of evidence.</p> <p>The Australian History Mysteries: The nature and consequences of contact between Aboriginal and Torres Strait Island Peoples and the early traders, explorers and settlers https://www.australianhistorymysteries.info/casestudies/primary-contact/ (This is a subscription website)</p> <p>LA13 First Contact game (National Library of Australia digital classroom) to explore what might have occurred during first contact between different cultural groups in Australia https://www.nla.gov.au/digital-classroom/year-4/Introductory%20activities</p> <p>LA14 John Lycett (artist): His record of the traditional way of life of the Awabakal people Newcastle NSW. View the film and associated activities and compare with: Thomas Baines painting and associated activities; Communication (Governor Arthur's proclamation) and associated activities https://www.nla.gov.au/digital-classroom/year-4/themes/first-peoples https://www.nla.gov.au/digital-classroom/year-4/themes/contact https://www.nla.gov.au/digital-classroom/year-4/themes/communication</p>

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				<p>LA15 A study of Aboriginal warrior Pemulwuy and/or Bennelong as an indicator of the impact of interaction and colonisation</p> <p>The smallpox epidemic 1789 and its effect on the Aboriginal tribes in NSW</p> <p>The loss of traditional lands and the consequences for Aboriginal communities especially around Sydney. A comparison with either the Perth/Fremantle or Albany area.</p> <p>An overview of what happened in Tasmania is in a short film 'Interactions between Europeans and Aboriginal Tasmanians'</p> <p>http://splash.abc.net.au/home#!/media/2443651/interactions-between-europeans-and-aboriginal-tasmanians</p> <p>Assessment > Two views of the impact of colonisation on the environment and people's lives in late 18th century. This could be a poster or written and should include some primary evidence. This could be under headings such as: Indigenous inhabitants, convicts differentiating between men and women, Governor and staff, early farmers. Encourage students to include very specific examples and information (primary evidence) and ensure that there are different views included.</p> <p>Reflection > Use a revision activity to allow students to reflect on 'First Contacts'</p>