The diversity and longevity of Australia’s first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the implications for their daily lives.

What was life like for Aboriginal and/or Torres Strait Islander Peoples before the arrival of the Europeans?

Key Inquiry Questions

Historical Skills

Sequence historical people and events (ACHH5082)

Use historical terms (ACHH5082)

Historical Knowledge & Understandings

The diversity and longevity of Australia’s first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the implications for their daily lives. (ACHHK077)

General Capabilities
- Literacy
- Intercultural understanding
- Ethical Behaviour
- Aboriginal and Torres Strait Islander histories and cultures

Historical Terms:
- Culture, totems, Dreamtime Stories, Torres Strait Islanders, diversity, hunters, gatherers, ochre, emblems, artefacts, ceremonies, Dreaming, heritage, ancestor, sacred places, spirituality, nomadic, kinship, clans

Historical Questions & Research

Pose a range of questions about the past. (ACHH5085)

Identify sources (ACHH5016)

Analysis & Use of Sources

Locate relevant information from sources provided (ACHH5016)

Perspectives & Interpretations

Identify different points of view (ACHH5085)

Explanation & Communication

Develop texts, particularly narratives (ACHH5086)

Use a range of communication forms (oral, graphic, written) and digital technologies (ACHH5087)

Resources
- Dust Echoes - www.abc.net.au/dustechoes
- Multicultural Net - Year 4 Australian History - First Contacts
- Pearson Resources WA Art Gallery WA Museum

The Historical Concepts
- Evidence
- Continuity & Change
- Cause & Effect
- Significance
- Perspectives
- Empathy
- Contestability
Why did the great journeys of exploration occur?

The journey(s) of AT LEAST ONE world navigator, explorer or trader up to the late eighteenth century, including their contacts with other societies and any impacts. (ACHHK078)

General Capabilities
- Literacy
- Intercultural understanding
- ICT
- Critical and creative thinking
- Numeracy
- Asia and Australia

Identify key individuals and groups who established contacts with Africa, the Americas, Asia and Oceania during the age of discovery.

Examine the journey of one or more of these explorers (for example, Christopher Columbus, Vasco da Gama, Ferdinand Magellan) using internet mapping tools, and examining their impact on one society.

Use navigation maps to reconstruct the journey of one or more explorers. Construct timelines of important dates during their journeys.

Historical Terms:
- Exploration, explorers, Macassans, spices, voyages, Age of Discovery, Vasco da Gama, Christopher Columbus.

Historical Inquiry Process
(Let's Learn Cycle)
Each student researches and presents information about ONE early explorer. Students independently select an explorer that they would like to research.

Guided Inquiry – students develop a range of questions which they want to find out the answer to in regards to their explorer.

Students use computers/books etc to find information on their explorers. 2-3 pages of notes is expected.

Student Discussion about sources and importance of recording sources.

Primary and Secondary sources of information. Features of good information and bad information. Students to note take in their own words.

Students to present the information in a format of their choice (poster, Power point, diorama etc.)

Oral Presentation

Particular emphasis on locating and analysing sources.

Focus on spice trade as initial topic. Eg. Sensory exploration of spices, poetry, etc.

The Historical Concepts
- Evidence
- Continuity & Change
- Cause & Effect
- Significance
- Perspectives
- Empathy
- Contestability
### First Contacts

#### Key Inquiry Questions
- Why did the Europeans settle in Australia?

#### Chronology Terms & Concepts
- Sequence historical people and events (ACHHS081)
- Use historical terms (ACHHS082)

#### Historical Questions & Research
- Pose a range of questions about the past (ACHHS085)
- Identify sources (ACHHS216)

#### Analysis & Use of Sources
- Locate relevant information from sources provided (ACHHS084)
- Identify different points of view (ACHHS086)

#### Perspectives & Interpretations
- Develop texts, particularly narratives (ACHHS086)
- Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS087)

#### Explanation & Communication
- Develop texts, particularly narratives (ACHHS086)
- Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS087)

#### Historical Knowledge & Understandings
- List reasons why the early settlers came to Australia (ACHHK079)

#### General Capabilities
- Literacy
- Critical and creative thinking

#### Historical Terms:
- Convict, free settler, colony, First Fleet, transportation, penal, Industrial Revolution, criminal, settlement, Captain Arthur Phillip, Botany Bay, marines, Port Jackson, Sydney Cove, conditional pardon, ticket of leave, absolute pardon

#### Historical Concepts
- Evidence
- Continuity & Change
- Cause & Effect
- Significance
- Perspectives
- Empathy
- Contestability

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### Resources
- South Land Resource - First Fleet - see Year 4 Resource Folder
- First Fleet Data Set - see Year 4 Resource Folder

### Ready Ed Publications
- Year 4 Australian History - First Contacts
  - The First Fleet
  - Author: Tara Kelly
  - Tom Appleby
  - Author: Jackie French
  - Life and Times of Mary Bryant—YouTube Video Resource
What was the nature and consequence of contact between Aboriginal and/or Torres Strait Islander Peoples and early traders, explorers and settlers?

The nature of contact between Aboriginal people and/or Torres Strait Islanders and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example families and the environment (ACHHS080).

General Capabilities
- Literacy
- Intercultural understanding
- Critical and creative thinking
- Ethical behaviour
- Sustainability
- Aboriginal and Torres Strait Islanders histories and cultures
- Asia

Create a timeline that annotates the spread of white settlers occupying traditional Indigenous hunting lands.

Use maps to identify the extent to which traditional Indigenous lands were settled by free settlers and pardoned convicts with particular emphasis on the local area and state/territory. (Noongar people).

The nature of contact between Aboriginal and/or Torres Strait Islander Peoples and early traders, explorers and settlers? explorers and settlers? explorers and settlers? explorers and settlers?

Literacy Link: View a range of video clips – identify the different perspectives/experiences.

How do you think the Aboriginal people felt about the British in Australia? Vice versa. Role play point of views

Develop narratives that reveal the events that reveal the nature and consequence of contact between Aboriginal people and European settlers.

Create visual, oral and written journals that evoke the events of contact.

Use ICT and communication technologies to exchange and important information about the natural and consequences of contact post European arrival.

Resources
- Book: Ready Ed Publications - Year 4 Australian History - First Contacts
- Web: www.pinjarramassacresite.com/