

STAGE TWO UNIT OF WORK

AIM/RATIONALE

This unit provides opportunities for students to explore issues related to Australia's original inhabitants, the British arrival and occupation of Australia, and **how they have formed the basis of the culture we know today.**@
the foundation of the mainstream culture we know today.

FOCUS QUESTION/AREA OF INQUIRY

How did British colonisation affect people's lives in Australia?

CONTRIBUTING QUESTIONS/LEARNING SEQUENCES

- 1 How did the Aboriginal people meet their needs before colonisation?
- 2 Why did the colonisers come?
- 3 How did the colonisers meet their needs in Australia?
- 4 What effects did colonisation have on Aboriginal people, the colonisers and the environment?

AREAS OF INTEGRATION

HSIE	Change and Continuity, Culture, Environment, Social Systems and Structures
ENGLISH	Historical Recount, Information Report
MATHEMATICS	Position, Working Mathematically
CREATIVE ARTS	Visual Arts

ESTIMATED TIME: 10 Weeks

CONTENT

KNOWLEDGE

- Aboriginal people had efficient technology, laws and ways of interacting with the environment to meet their needs.
- At the time of colonisation, there were over three hundred language groups in Australia, each with its own territory.
- The British considered Australia to be Terra Nullius or land belonging to no-one because Aboriginal people had different views of land ownership and interaction with the land from those of the British.
- Extreme poverty of the lower classes, harsh punishments for petty crimes and the gaining of independence by the American colonies led to the overcrowding of gaols in Britain.
- Overcrowding, lack of opportunity and religious persecution led free settlers to look for a new life in a new country.
- The colonisers had difficulty in meeting their needs because European technology and ways of meeting needs were not at first successful in the Australian environment.
- Many Aboriginal people were killed by the colonisers or died from diseases brought by the Europeans or from the disruption of their social organisation and ways of meeting needs.
- Many Aboriginal people, such as Pemulwuy, waged guerilla wars against the colonisers while others, such as Bennelong, assisted them.

GENERIC SKILLS

- Locate, select and evaluate information from a variety of sources.
- Present and communicate information according to purpose, situation and audience.
- Make personal judgements and informed choices.
- Work cooperatively with others.
- Respond emotionally and imaginatively through creative and expressive activities.

VALUES AND ATTITUDES

- Social Justice
- Intercultural Understanding

OUTCOMES

HUMAN SOCIETY AND ITS ENVIRONMENT

CCS2.1

Describes events and actions related to the British colonisation of Australia and assesses changes and consequences.

CUS2.3

Explains how shared customs, practices, symbols, languages and traditions in communities contribute to Australian and community identities.

ENS2.5

Describes places in the local area and other parts of Australia and explains their significance.

SSS2.7

Describes how and why people and technologies interact to meet needs and explains the effects of these interactions on people and the environment.

ENGLISH

TS2.4

Identifies common organisational patterns and some characteristic language features of a few types of predictable spoken texts.

RS2.8

Discusses the text structure of a range of text types and those grammatical features that are characteristic of those text types.

WS2.9

Drafts, revises, proofreads and publishes well-structured texts that are more demanding in terms of topic, audience and written language features.

WS2.13

Discusses how texts are adjusted to relate to different readers, how they develop the subject matter and how they serve a wide variety of purposes.

CREATIVE ARTS

VAMS2.1

Represents the qualities of experiences and things that are interesting by choosing among aspects of the subject matter.

VAMS2.2

Uses the forms to suggest the qualities of the subject matter.

CREATIVE ARTS (cont)

VVAS2.3

Acknowledges that artists make works for different reasons and that different interpretations are possible.

MATHEMATICS

SS2.4

Describes the position of objects in relation to one another and uses simple maps and informal grids to represent this relationship.

WMS2.3

Represents, interprets and explains mathematical situations using everyday language with some mathematical terminology, including simple graphs and diagrams.

INTEGRATED CURRICULUM

Generic Skills	Key Learning Areas			
	HSIE	ENGLISH	CREATIVE ARTS	MATHEMATICS
RESEARCH Locate, select and evaluate information from a variety of sources.	ENS2.5	RS2.6	VAAS2.3	SS2.4 WMS2.3
EXPRESSION Respond emotionally and imaginatively through creative and expressive activities.			VAMS2.1 VAAS2.3	
COMMUNICATION Present and communicate information according to purpose, situation and audience.	CUS2.1 CUS2.4 ENS2.5	TS2.4 RS2.8 WS2.13	VVS2.3	SS2.4 WMS2.3
CRITICAL THINKING Make personal judgments and informed choices	CUS2.4 ENS2.5	RS2.6	VAM2.2	SS2.4
COOPERATION Work cooperatively with others.	SSS2.8	WS2.9		

