

Program : Early Settlers		
<p>General Descriptor of Program: (Years 3-6)</p> <p>Experience the life of the early Australian explorers, facing the challenges of the new world. Join an expedition as a navigator, botanist, artist or geologist. Cook delicious damper, twisted on a stick, over an open fire. Role play a child in the old bush school room complete with slates and chalk. Fulfil the requirements of homesteaders in the new Settlement of Paddy's River to receive your land grant. Work in teams to fence your land, put up a shelter and exchange your crops for supplies.</p>		
<p>General Capabilities</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy <input checked="" type="checkbox"/> Numeracy <input type="checkbox"/> Information and communication technology (ICT) competence <input checked="" type="checkbox"/> Critical and creative thinking <input checked="" type="checkbox"/> Ethical behaviour <input checked="" type="checkbox"/> Personal and social competence <input checked="" type="checkbox"/> Intercultural understanding 	<p>Cross-Curriculum Priorities</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Aboriginal and Torres Strait Islander histories and cultures <input type="checkbox"/> Asia and Australia's engagement with Asia <input checked="" type="checkbox"/> Sustainability 	
Years targeted	Australian Curriculum links - History	Links to other curriculum area
Year 3	<p>Historical Knowledge & Understanding</p> <p>Community and Remembrance</p> <p>ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory; for example, in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life (ACHHKO61)</p>	<p>Historical Skills</p> <p>Sequence historical people and events (ACHHSO65)</p>

<p>Year 4</p>	<p>First Contacts</p> <p>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)</p> <p>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)</p> <p>Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival (ACHHK079)</p> <p>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 (ACHHK080)</p>	<p>Use historical terms (ACHHSO82)</p> <p>Pose a range of questions from the past (ACHHSO83)</p> <p>Identify different points of view (ACHHSO85)</p> <p>Develop texts, particularly narratives (ACHHSO86)</p> <p>Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHSO87)</p>
<p>Year 5</p>	<p>The Australian Colonies</p> <p>Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800 (ACHHK093)</p> <p>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)</p>	<p>Use historical terms and concepts (ACHHSO99)</p> <p>Locate information related to inquiry questions in a range of sources (ACHHS103)</p> <p>Identify points of view in the past and present (ACHHS104)</p>

Year 5 Cont.	<p>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. (ACHHKO95)</p> <p>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. (ACHHKO97)</p>	
--------------	--	--