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| Unit:  Did British Colonisation have a positive impact on Australia? | Stage 2: Enduring Understandings:  British Colonisation – An event that changed Australia | | |
| EEESNTIAL QUESTIONS: | | IMPORTANT KNOWLEDGE: | |
| Essential Question 1 | **What significant events were happening in England pre colonisation?** | Important Knowledge | * The industrial revolution was happening in Britain * Increased number of machines meant there were fewer jobs for people * People turned to crime for survival * Prisons became overcrowded * America leaves the Commonwealth and refuses to take prisoners |
| Essential Question 2 | **Why was Australia chosen?** | Important Knowledge | * Previous exploration of Australia including the Dutch, Portuguese and British. E.g. Dirk Hartog, Willem Jansz, Abel Tsman, William Dampier * Captain Cook’s Mission and verdict: ‘Terra Nullius’ – Land belonging to no one |
| Essential Question 3 | **How did colonisation occur?** | Important Knowledge | * British people sent to Australia to live and to set up a government similar to theirs * Journey of the first fleet.   Who led the first fleet?  Who was on the First Fleet?  What was their route?   * The challenges of establishing a new colony. * The move from Botany Bay to Sydney Cove * Colonial Life: How was it different to the British environment and lifestyle? |
| Essential Question 4 | **How did life change for the Aboriginal people and the British in the early days of the colony?** | Important Knowledge | * Conflict between the British and the local Aboriginal people (eora People) * Land ownership * British vs Aboriginal: Colonisation vs invasion |
| Core Syllabus Outcomes related to the TOPIC | UT S2.9: Selects and uses a range of equipment computer based technology, materials and other resources with developing skill to enhance investigation and design tasks  *Significant Events and People*  CCS2.1 : Describes events and actions related to the British colonisation of Australia and assesses change and consequences  *Time and Change*  CCS2.2: Explains changes in the community and family life and evaluates the effects of these on different individuals, groups and environments.  *Patterns of Place and Location*  ENS2.5: Describes places in the local area and other parts of Australia and explains their significance | Resources:   * Looking into Space * Earth’s Place in Space. * Science | * “Space” (Internet activities designed to utilise an inquiry process of learning). Jane Bourke * “Looking into Space” (R.I.C. Publication) * “Australian Curriculum Science.   Year 5   * Earth’s place in Space. Primary Connetions |
| **Organisation** | This is a collaborative unit.   * Every two weeks Mrs cooper conducts skills based lessons for effective and ethical research * Compulsory activities are organised and taught by * ICT and organisation of AIM free choice organised and conducted as a grade by * Guided reading activities are based on content from” Important Knowledge’ and is organised by * Guided reading takes place Wednesday – Friday * Literature study integrates with this unit and is taught by (separate program) * Compulsory tasks are differentiated * M= Modified, C= Core, E= Extension | | |
| **Assessment:** | * Pre test – included * Compulsory tasks * Free choice product * Discussion writing * Post test | | |

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| Did British Colonisation have a positive impact on Australia?  **Teacher instruction/ Skill Lessons** | | | | | | |
| Important Knowledge: | **Essential Question 1: What significant events were happening in England pre colonisation?** | | | | | |
| **Week** | **Teaching and Learning Experiences** | | | | | **Resources** |
| Week 1 | Define topics for the term  Pre –test: What I already know , What I would like to find out  Complete a mind map based on the topic using technology | | | | |  |
| 2-3 | Guided Reading: Main idea focus: Life for Aboriginal people pre colonisation. | | | | |  |
|  | Blooms Taxonomy: First Inhabitants | | | | |  |
|  | * New Wiki. Students link their new page, Title, learning log and Voki. | | | | |  |
|  | * Library Focus: | | | | |  |
| Week 4 -5 | Guided Reading: Main idea Focus Life in Britain 1700’s | | | | |  |
|  | Blooms Taxonomy: Conditions in England | | | | |  |
|  | Give students input into The Industrial Revolution, the rise in crime in England, and the War of Independence in America.  Cut out boxes and sequence in form of a timeline. Find facts about different events and contribute to wall display timeline | | | | | * PPPlus. Worksheet 1 * PPPlus. Worksheet 2 |
|  | **Compulsory Task 1**  Students then design a cause and effect flow chart | | | | |  |
|  | **Choose one event and state the consequences** | **Choose 3 events state the consequences** | | **Use a mind map tool to demonstrate cause and effect** | |  |
|  | ICT Focus:  Complete a mind map on wiki using: Popplet.com | | | | | * Popplet.com |
| Week 5 | Library Focus: | | | | |  |
| Important Knowledge: | **Why was Australia chosen?** | | | | | |
| Week 6 | In pairs research One early explorer of Australia and produce a report. Present to class. Class completes a retrieval chart using information presented. | | | | | * Retrieval chart |
|  | View video on on click view and read excuse me Captain Cook”.  Complete research chart using website and books | | | | | * Click View * “Excuse me Captain Cook” |
|  | Blooms Taxonomy: Explorers before Settlement | | | | |  |
| Week 7 | Library Focus: | | | | |  |
| Important Knowledge: | **How did colonisation occur?** | | | | | |
| Week 7-8 | Guided Reading Content focus: Convicts | | | | |  |
|  | Compulsory Task: Students complete research task on a convict and the ship they sailed on. Students divided into ability groups and tasks are differentiated. | | | | |  |
|  | Students do First Fleet webquest :  http://www.teachers.ash.org.au/relearn/2003/firstfleet.htm | | Through the use of data bases, students are given a convict. They complete a personal profile on the convict including where they came from, family situation, crime and punishment.  Students research the boat they came out on, on the first fleet, present information on that boat and the journey | | Website:  Students develop their own website . Include the following links:   * Convicts * Crimes * Punishment * First Fleet * Individual boats * journey | * http://www.teachers.ash.org.au/relearn/2003/firstfleet.htm |
|  | ICT Focus:  Students work on their compulsory task | | | | | * Yr 6 students working with group 3 |
| Week 9 | Library Focus: | | | | |  |
| Week 9 -10 | Blooms Taxonomy: The First Fleet | | | | |  |
|  | Guided Reading Content focus: First Fleet | | | | |  |
|  | Writing: Students write a letter/ journal about the journey on the first fleet | | | | |  |
|  | ICT Focus  Wiki: Groups are given a ship from the first fleet and create their own act file on that ship. Each ship is given a page on the class wiki | | | | |  |
|  | Guided Reading Content focus: Colonisation | | | | |  |
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| Week 1 – term 2 | Compulsory Task: As a class brainstorm all the changes that settlersmade e.g food, shelter, clothing, farming, animals, clearing of land, law and order, jobs, challenges faced etc. Students select one aspect and using “cool tools for schools” , choose a presentation tool to present their research | | | | | * Cool Tools for Schools * Class tools |
| Week 2 | Writing: Once again taking on the role of the convict, the students write another letter home, this time depicting life in the new colony. The students use information obtained from the above presentations. | | | | |  |
| Important Knowledge: | * **How did life change for the Aboriginal people and the British in the early days?** | | | | | |
| Week 2 -3 | Guided Reading Content focus: Impact on Aboriginal People | | | | |  |
|  | Blooms Taxonomy : Consequences for Aboriginal People | | | | |  |
|  | Brainstorm positive and negative impact on the Aboriginal people based on the information gained from guided reading groups. | | | | |  |
|  | Similarities and differences between settlers and Aboriginal people | | Advantages and disadvantages to Aboriginal people | | News paper report on the treatment of Aboriginal people |  |
|  | Students write a discussion on:Did British Colonisation have a positive impact on Australia? | | | | |  |
| Week 4 | Wheel work. Students select their choice topic. They plan their questions, reseach and produce their product. | | | | |  |
| Week 5 | CELEBRATION  Students present their product to parents and special guests | | | | |  |
|  | Assessment. Students complete the pretest | | | | |  |