

Year 4 program: the First Fleet

Key concepts Year 3-6	Continuity and change	Cause and effect	Significance	Perspectives	Empathy	Sources (Evidence)
Historical skills Year 3 & 4	Chronology, terms and concepts - Sequence historical people and events. - Use historical terms.	Historical questions and research Pose a range of questions about the past.	Analysis and use of sources Locate relevant information from sources provided.	Perspectives and interpretations Identify different points of view.	Explanation and communication - Develop texts, particularly narratives. - Use a range of communication modes (oral, graphic, written) and digital technologies.	
Achievement standard	By the end of Year 4, students explain how and why life changed in the past, and identify aspects of the past that remained the same. They describe the experiences of an individual or group over time. They recognise the significance of events in bringing about change. Students sequence events and people (their lifetime) in chronological order to identify key dates. They pose a range of questions about the past. They identify sources (written, physical, visual, oral), and locate information to answer these questions. They recognise different points of view. Students develop and present texts, including narratives, using historical terms.					
Year level description	The Year 4 curriculum introduces world history and the movement of peoples. Beginning with the history of Aboriginal and Torres Strait Islander peoples, students examine European exploration and colonisation in Australia and throughout the world up to the early 1800s. Students examine the impact of exploration on other societies, how these societies interacted with newcomers, and how these experiences contributed to their cultural diversity.					
Key inquiry questions	- Why did the Europeans settle in Australia? - What was the nature and consequence of contact between Aboriginal and/or Torres Strait Islander Peoples and early traders, explorers and settlers?					
Historical knowledge and understanding (content descriptors)	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. 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. Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival. 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.					
Pedagogical approach	Modelled inquiry process: using, interpreting and analysing historical sources (images and documents). Guided group discussion and investigation. Creating, presenting and evaluating narratives based on evidence from historical sources.					

Teaching and learning sequence	Summary of lesson sequence Each activity outlines suggestions for facilitating students' engagement with historical sources. It is expected that teachers will select and modify these suggestions to meet the needs of their learners, available time and resources. These activities have been developed as the learning sequence, LS1-LS8. Activity 1 Life in 18th Century Britain What was life like in England 300 years ago? Activity 2 Crime and Punishment How were criminals punished in England in the 1700s? Activity 3: A flood of Prisoners How was the problem of England's overflowing prisons addressed? Activity 4: Setting Sail What preparations were made for the eight-month sea voyage? Activity 5: The Voyage What would it have been like to travel on the First Fleet? Activity 6: The First Fleeters Who were the people of the First Fleet? Activity 7: Strangers Come to Stay What was the nature of contact between First Fleet settlers and Aboriginal people in the early days of colonisation? Activity 8: Survival in a 'New' Land What was life like for people of the First Fleet in the new settlement?
Assessment	Learning outcome Students will develop historical inquiry skills by investigating historical sources relating to the First Fleet. They will produce written, dramatic, graphic or digital presentations based on evidence from their examination of sources. In class and group discussions, they will demonstrate an understanding of empathy, perspectives and cause and effect. Formative assessment Suggestions for formative assessment and gathering of evidence of student learning are outlined within each activity in the lesson sequence. Students could keep a learning journal in which they write or record observations, understandings, personal reflections and questions for further investigation following each history lesson. At key points in the lesson sequence, students could write a short narrative or description of a significant character or event based on historical evidence they have examined. Summative assessment At key points in the lesson sequence, teachers may ask students to develop one or more of their learning journal narratives as a polished presentation for summative assessment and sharing of learning. For example, students could prepare and record a multimodal presentation about the First Fleet. This might be an individual or small group task, or a collaborative project with students contributing various parts to a class presentation. Individual / Pair / Triad suggestion: Students compile a notebook throughout the lesson sequence, recording their understandings after each lesson.

	Class Project suggestion: The class creates a multimedia presentation on the life of several First Fleet travellers. Various student groups may be responsible for different people (such as: an army officer, an officer's wife, a male / female / child convict) or for different stages of the experience (such as: life in an English jail, expectations about transportation, experiences on the voyage, arrival in Botany Bay). They make notes throughout the lesson sequence and conduct their own research specific to their task. Criteria for assessment would include: • Use of evidence from historical sources • Recognition of different perspectives when representing events • Accuracy of portrayal of people and events • Use of historical terms such as transportation, penal colony, settlement, convict, hulk, provisions etc. The presentations could take the form of: • A movie, podcast or sound recording with images, sound effects and voice narration or dramatisation • An illustrated diary or journal • A digital storybook or eBook using free online tools (such as Little Bird Tales, Story Jumper, Tikatok) or mobile apps (such as Creative Book Builder or Book Creator for iOS) • A recorded audio interview or dramatic presentation.		
Resources Suggestions for further investigation and integration	Online resources for further investigations <Convicts to Australia> http://members.iinet.net.au/~perthdps/convicts/index.html National <Convict Records> http://www.convictrecords.com.au/ <Convict Facts> http://www.convictrecords.com.au/facts Australian Capital Territory <Canberra History Web> http://www.canberrahistoryweb.com/convicts.htm New South Wales <Indexes to Convict records> http://www.records.nsw.gov.au/state-archives/indexes-online/indexes-to-convict-records <Convict records> http://www.records.nsw.gov.au/state-archives/research-topics/convicts <Free Settler or Felon> http://www.jenwilletts.com/index.htm <Family History: Convicts (NSW)> http://www.sl.nsw.gov.au/research_guides/convicts/index.html	Suggested literature resources <i>Nanberry: Black Brother White</i>, Jackie French, Harper Collins This title contains some content that may not be suitable for the year level. It is strongly recommended that the teacher select excerpts to read aloud to the students. <i>Tom Appleby, convict boy</i>, Jackie French, Harper Collins <i>The Little Wooden Horse</i>, Mark Wilson, Windy Hollow Books <i>An Uncommonly Fine Day January 26, 1788</i>, John Anthony King, Collins <i>Grim Crims and Convicts 1788-1820</i> (Fair Dinkum Histories S.), Jackie French, Scholastic Australia <i>The letters of Rosie O'Brien : a convict in the colony of New South Wales, 1804</i>, Kate Walker & illustrated by Paul Borg, Ashton/Bookshelf <i>Songman</i>, Allan Baillie, Penguin Books <i>Trubb's Gift</i>, Garry Hurle, Scholastic Australia <i>The Castaways Of Hell's Gates</i> adapted by Sue Phillipps, illustrated by Murray Frederick, Angus & Robertson Based on an episode from Marcus Clarke's <i>For the Term of His Natural Life</i>. <i>Booran: A Tale of Early Australia</i>, M J Unwin, Jacaranda Press <i>The Boy From the Hulks</i>, Barbara Yates Rothwell, Trafford Publishing	Suggested history resources <i>Discovering History Middle Primary: Teacher Resource Book</i>, Jennifer Lawless & Kate Cameron, Pearson <i>First Fleet: The Voyage</i>, Liz Flaherty <i>First Fleet: First Fleeters</i>, Liz Flaherty <i>First Fleet: Life in 18th Century England</i>, Liz Flaherty <i>First Fleet: Life in the Colony</i>, Liz Flaherty <i>First Peoples: Early Contact</i>, Liz Flaherty All published by Pearson Rigby Blueprints Middle Primary Unit B3 Beginnings. Published by Pearson. Suggested Topic Book titles: <i>Eliza Bird: child convict</i>, Kerri Lane <i>Patch Parker: son of a convict</i>, Kay Crabbe <i>The First Australians</i>, Marji Hill <i>Francis Greenway</i>, Denise Ryan

	Queensland <Convicts/Prisoners> http://www.archives.qld.gov.au/Researchers/Indexes/Convicts/Pages/default.aspx <Convict Transportation Registers Database> http://www.slq.qld.gov.au/resources/family-history/info-guides/convicts South Australia <Convicts Transported from South Australia> http://www.jaunay.com/convicts.html Tasmania <Index to Tasmanian Convicts> http://portal.archives.tas.gov.au/menu.aspx?search=11 <Tasmania Genweb Convicts Index> http://www.rootsweb.ancestry.com/~austas/contas.htm <Convicts in Tasmania> http://www.linc.tas.gov.au/tasmaniasheritage/popular/convicts Victoria <Prisoners and Convicts> http://prov.vic.gov.au/research/prisoners-and-convicts Western Australia <Convict Records> http://www.sro.wa.gov.au/archive-collection/collection/convict-records First Fleet <First Fleet Fellowship> http://home.vicnet.net.au/~firstff/ <University of Wollongong's First Fleet> http://firstfleet.uow.edu.au/index.html <Timeline of the people who travelled on the First Fleet> http://members.iinet.net.au/~perthdps/convicts/res-03.html <An overview of the landing of the First Fleet> http://www.australianhistory.org/landing	<i>Escape To Eaglehawk</i>, Vashti Farrer, Otto Australia <i>The Journal of Watkin Stench</i>, Meredith Hooper, Macmillan Children's Books <i>The Migrant Mouse</i>, Keith Smith, illustrated by Bruno Jean Grasswill, Little Lilyfield <i>Farewell to Old England - A Broadside History of Early Australia</i>, Hugh Anderson, Rigby Limited	
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	<Passengers aboard each First Fleet ship> http://www.jag10.freemove.co.uk/1788.htm <Stories of three convict women who arrived on the First Fleet> http://australia.gov.au/about-australia/australian-story/convict-women-in-port-jackson <Two researchers outline the difficulties faced by the First Fleet settlers> http://www.australianhistoryresearch.info/the-first-fleet/ <Music and lyrics, 'Botany Bay'> http://folkstream.com/010.html <Australian Story: Indigenous Cultural Heritage> http://australia.gov.au/about-australia/australian-story/austn-indigenous-cultural-heritage <Australian Museum's Indigenous Australia Timeline situates the First Fleet landing within the long history of Indigenous Australians> http://australianmuseum.net.au/Indigenous-Australia		
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Opportunities for integration

Cross curriculum priorities	Aboriginal and Torres Strait Islander histories and culture	Asia and Australia's engagement with Asia	Sustainability
General capabilities	Literacy Students apply literacy skills to explore, analyse and pose questions about historical sources such as letters, written records, interviews, paintings and drawings, maps, tables and timelines. They discuss and communicate historical information, concepts and ideas with their teacher and peers. They develop comprehension skills through listening to, reading and viewing historical texts. They create oral, written, visual and multimodal texts.		
	Numeracy Students use mathematical knowledge and skills to organise and interpret information about historical events. They analyse numerical data to make meaning of the past, for example by reconstructing the scale of a First Fleet vessel. They use timelines to understand cause and effect. They use calendars and dates to interpret information about significant events from the past		

	ICT capability Students use available technologies to access a range of digital information sources. They may communicate, present and represent their learning using digital tools.
	Critical and Creative Thinking Students apply critical and creative thinking skills in clarifying historical concepts and ideas, generating possibilities, considering alternatives and solving problems. They pose questions about sources, interpret the past from incomplete documentation, draw conclusions from available evidence, and assess the reliability of sources.
Other learning areas	English Historical knowledge and understanding could be explored via a number of historical fiction titles appropriate for this level (see suggested literature resources list). Consider writing and digital storytelling activities such as First Fleet diary entries, letters home to England from a ship or the new settlement and retelling significant events from various perspectives. A film such as Yoram Gross' <i>The Little Convict</i> may be critically reviewed in terms of character stereotyping or Indigenous perspectives. Characters and events could be compared and contrasted with evidence from primary historical sources.
	Mathematics Investigations involving measurement (travel time, distances) and creating and interpreting charts and data tables from the First Fleet database can be incorporated.
	Geography Creating digital maps of the voyage of the First Fleet could be a vehicle for developing content and skills from the Geography curriculum.
	The Arts The Arts can also be used to explore the history content. Australian folk songs such as 'Botany Bay' can be used. There are many opportunities for dramatising the events of the First Fleet voyage and landing in Sydney Cove. British paintings such as the watercolours of William Bradley may be compared and contrasted with Indigenous art works in terms of purpose, media and techniques to explore cultural differences.

Based on Australian Curriculum, Assessment and Reporting Authority (ACARA) materials.