# HSIE: History stage 3 learning sequence – The Australian Colonies

**Learning sequence description**

Students investigate significant events that shaped Australia’s identity for one decade or era within the 1800s. They investigate and create a timeline of significant events and their effects for the time period 1800 to 1900.

**HT3-1** – describes and explains the significance of people, groups, places and events to the development of Australia

**HT3-2** – describes and explains different experiences of people living in Australia over time

**HT3-5** – applies a variety of skills of historical inquiry and communication

[History K-10 syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10) © 2012 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

## Lesson 1 – What were the significant events and who were the significant people that shaped Australian colonies?

Students are learning to:

* identify events that have shaped Australia's identity
* discuss why these events were significant.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 1.1 | Students examine source 1. Background information:In 1813, Gregory Blaxland, William Lawson, William Charles Wentworth, a local guide, three convict servants, four pack horses and five dogs set off on an expedition to cross the Blue Mountains. Whilst they didn’t complete the crossing, their report of the suitability of land west of the mountains for grazing led to rapid inland colonial expansion in New South Wales. The lithograph in source 1 shows an 1880 artist’s impression of the exploration party at the summit of their 1813 expedition. It was published in The Sydney Mail as a double page Christmas supplement on Christmas Day 1880. Students answer questions by examining source 1. |  | Source 1 - [The Blue Mountain pioneers, lithograph by M Emile Ulm, The Sydney Mail, 25 December 1880](http://acms.sl.nsw.gov.au/_DAMl/image/20/136/a1511029r.jpg). State Library of NSW. Public domainCrossing of the Blue Mountains, lithograph created by M Emile Ulm in 1880Student workbook activity 1 - questions |
| 1.2 | Students discuss the significance of the crossing of the Blue Mountains in 1813 and its impacts on the colony. They brainstorm other events or developments that were significant to colonial expansion and helped shape the identity of Australia. Students list these in a personal K-W-L chart. They write their questions in the Want to know and Wonder columns. |  | Source 2 - K-W-L chart |
| 1.3 | **Opportunity for monitoring student learning**Formulating inquiry questions in their ‘Want to know’ and ‘Wonder’ columns**What to look for*** Significance of the crossing of the Blue Mountains
* Impacts on the colony
* Brainstorm other events or developments that were significant to colonial expansion and helped shape the identity of Australia
* List these in a personal K-W-L chart
* Write your questions in the Want to know and Wonder columns.
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## Lesson 2 – How did the Australian colonies develop over time and why?

Students are learning to:

* Use a range of sources to investigate significant developments and events in Australian colonies 1800 -1900
* Investigate the impact (economic, political, social) on the Australian colonies

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 2.1 | Activate prior knowledge of the patterns of settlement of NSW, and Australia and prior knowledge of the impacts of settlement on Aboriginal people and the environment. Outline the main factors that influenced settlement patterns, that is, development of new grazing and farming lands, gold and mineral rushes and laying of inland railways. Compile a list of the events and developments that were significant to shaping Australia, identified by the students in their K-W-L charts. Locate the date for each and sequence the list chronologically into a timeline.Students use source 2 to identify the most significant events in one decade or era of the 1800s. They undertake further research as necessary to summarise their information into table 1 in the student workbook. Students also select, then save or print, one or two visual primary sources that represent their era. They label each source and write a caption outlining the evidence it provides.Students view the timeline from the National Museum Australia – Defining moments in Australian history.Guide the students in evaluating the reliability of source 2 and other sources used. Questions to answer could include: Whose views were presented in the sources? Did the secondary sources make reference to primary sources? How reliable were the sources? Do the inquiry questions need to be redesigned as a result of analysing and evaluating sources? |  | Source 2 – [Defining moments in Australian history](http://www.nma.gov.au/online_features/defining_moments), National Museum Australia |
| 2.2 | 1800s timelineFor each era, commencing with 1800 to 1810, students devise a creative way to share their key events in a short, sharp and engaging manner. Suggestions: Pecha-kucha presentation, role play, talking statues, walking ‘tour’, audio visual, artworks. |  | Source 2 – [Defining moments in Australian history](http://www.nma.gov.au/online_features/defining_moments), National Museum AustraliaResource: timeline of significant events 1800 – 1900  |
| 2.3 | **Opportunity for monitoring student learning**1800s timeline – Communication and reflectionDescription of taskFor each era, commencing with 1800 to 1810, students devise a way to share their key events in a short, sharp and engaging manner. Suggestions: Pecha-kucha presentation, role play, talking statues, walking ‘tour’, audio visual, poster, PowerPoint, artworks.**What to look for*** Timeline of significant events to include:
	+ Name of event
	+ Location
	+ Reason
	+ Key people
	+ Effects – social, economic, political
	+ Primary or secondary sources
 |  | Source 2 – [Defining moments in Australian history](http://www.nma.gov.au/online_features/defining_moments), National Museum Australia |

**Reflection and evaluation**

These simple questions may help you reflect on your students’ learning and plan for next steps.

What worked well and why?

What didn’t work and why?

What might I do differently next time?

What are the next steps for student learning based on the evidence gathered?