**Year Level:** 5

**Unit Name:** Convicts in the Colony

**Focus Descriptor:** 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)

**Duration of Unit:** 5 weeks (10 lessons)

**Inquiry Method:** 5 E’s
- Lesson 1 & 2 Engage
- Lesson 3 & 4 & 5 - Explore
- Lesson 6 – Explain/Excursion
- Lesson 7 & 8 & 9 – Elaborate
- Lesson 10 – Evaluate

This method of enquiry allows students to build and extend upon their new and old knowledge through five different phases using different learning activities.

---

**Year Level Description**

**The Australian Colonies**

The Year 5 curriculum provides a study of colonial Australia in the 1800s. Students look at the founding of British colonies and the development of a colony. They learn about what life was like for different groups of people in the colonial period. They examine significant events and people, political and economic developments, social structures, and settlement patterns.

The content provides opportunities to develop historical understanding through key concepts including *sources, continuity and change, cause and effect, perspectives, empathy and significance.*

These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The history content at this year level involves two strands: *Historical Knowledge and Understanding* and *Historical Skills*. These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

---

**ACARA – Achievement Standard**

By the end of Year 5, students identify the causes and effects of change on particular communities, and describe aspects of the past that remained the same. They describe the different experiences of people in the past. They describe the significance of people and events in bringing about change.

Students sequence events and people (their lifetime) in chronological order, using timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and record information related to this inquiry. They examine sources to identify points of view. Students develop, organise and present their texts, particularly narratives and descriptions, using historical terms and concepts.

---

### Content Descriptors - History

<table>
<thead>
<tr>
<th>Historical Knowledge and Understanding</th>
<th>Elaborations</th>
<th>Historical Skills</th>
<th>Elaborations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Australian Colonies</strong></td>
<td>Investigating the reasons for the establishment of one or more British colonies such as a penal colony (for example Moreton Bay, Van Diemen’s Land) or a colony that later became a state (for example Western Australia, Victoria). (ACHHK093)</td>
<td>Sequence historical people and events. (ACHHS098)</td>
<td>Compiling an annotated timeline showing key stages in the development of colonial Australia including the date of European settlement in each state, the date the colony was established, the date of self-government. (ACHHS098)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use historical terms and concepts. (ACHHS099)</td>
<td>Understanding the key concepts related to the content such as settlement, expansion, migration, protection, development, rural, urban. (ACHHS099)</td>
</tr>
<tr>
<td>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)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **ACHHK094**
investigating colonial life to discover what life was like at that time for different inhabitants (for example a European family and an Aboriginal or Torres Strait Islander Language group, a convict and a free settler, a sugar cane farmer and an indentured labourer) in terms of clothing, diet, leisure, paid and unpaid work, language, housing and children’s lives. |
| **Historical Questions and Research**
Identify questions to inform an historical inquiry (ACHHS100) |
| Identify and locate a range of relevant sources (ACHHS101) |
| **ACHHK096**
identifying the reasons why people migrated to Australia in the 1800s (for example as convicts; assisted passengers; indentured labourers; people seeking a better life such as gold miners; and those dislocated by events such as the Industrial Revolution, the Irish Potato Famine and the Highland Clearances) |
| **ACHHS102**
finding relevant historical information about colonial Australia from primary and secondary sources |
| **ACHHS103**
examining two sources of evidence to identify similarities and/or differences, and describing what they reveal about the past |
| **ACHHS104**
identifying the different motives and experiences of individuals and groups in the past (for example the reasons people migrated to Australia and their diverse experiences) |
| **ACHHS105**
using sources to develop narratives (for example reasons for the establishment of colonies, effects of key developments and events on colonies, the impact of significant groups or individuals on development) |
| **ACHHS106**
creating visual, oral or written journals reflecting the daily life experiences of different inhabitants of a convict or colonial settlement |
| **ACHHS100**
developing key questions about the local community or region (for example: Why was the area settled? What people came to live in the area? ‘How did they make their living? How did men, women, and children live?’) |
| **ACHHS101**
using internet search engines, museums, library catalogues and indexes to find material relevant to an inquiry (for example primary sources such as stories, songs, diaries, official documents, artworks) |
| **ACHHS102**
using internet search engines, museums, library catalogues and indexes to find material relevant to an inquiry (for example primary sources such as stories, songs, diaries, official documents, artworks) |
| **ACHHS103**
comparing information from a range of sources |
| **ACHHS104**
identifying the different motives and experiences of individuals and groups in the past (for example the reasons people migrated to Australia and their diverse experiences) |
| **ACHHS105**
using sources to develop narratives (for example reasons for the establishment of colonies, effects of key developments and events on colonies, the impact of significant groups or individuals on development) |
| **ACHHS106**
using ICT to create presentations which are suitable for the target audience and include text, images and/or audio-visuals. |
<table>
<thead>
<tr>
<th>Content Descriptors – English</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literature</strong></td>
</tr>
<tr>
<td><strong>Literature and Context</strong></td>
</tr>
<tr>
<td><strong>Responding to Literature</strong></td>
</tr>
<tr>
<td><strong>Creating Literature</strong></td>
</tr>
<tr>
<td><strong>Comprehending texts through listening, reading and viewing</strong></td>
</tr>
<tr>
<td>• Comprehend texts</td>
</tr>
</tbody>
</table>
• Navigate, read and view learning area texts
• Interpret and analyse learning area texts

Word Knowledge
• Understand learning area vocabulary

Interacting and empathising with others
• Consider and develop multiple perspectives

Communicating with ICT
• Collaborate, share and exchange

Generate solutions to challenges and learning area tasks

Organise and process information

Cross Curriculum Priorities

<table>
<thead>
<tr>
<th>Aboriginal and Torres Strait Island Histories and Cultures</th>
<th>Sustainability</th>
</tr>
</thead>
<tbody>
<tr>
<td>OI 2: Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place throughout all of Australia.</td>
<td></td>
</tr>
<tr>
<td>OI 6: Aboriginal and Torres Strait Islander Peoples have lived in Australia for tens of thousands of years and experiences can be viewed through historical, social and political lenses.</td>
<td></td>
</tr>
<tr>
<td>OI 9. Australia acknowledges the significant contributions of Aboriginal and Torres Strait Islander people locally and globally.</td>
<td></td>
</tr>
</tbody>
</table>

OI 5: World views are formed by experiences at personal, local, national and global levels, and are linked to individual and community actions for sustainability.

Inquiry Questions

Main Inquiry Question:
Lesson 1. What do we know about the lives of people in the Australia’s colonial past and how do we know?  
Lesson 2. What is a colony?  
Lesson 3. What were the crimes and punishments in the Moreton Bay Colony?  
Lesson 4. What was the impact of the colony on the Indigenous population of Moreton Bay  
Lesson 5. What kind of people made up the Moreton Bay Colony and what were their lives like before and after they arrived?  
Lesson 6. How convicts lived in an isolated island and the benefits to the general population of Moreton Bay colony  
Lesson 7. What happened in a day for someone in a convict settlement?  
Lesson 8. How did Moreton Bay colony progress into being a free settling colony?  
Lesson 9. What would it have felt like to be a convict?  
Lesson 10. What would it have felt like to be a convict?

ASSESSMENT

Of learning

For learning

As learning
<table>
<thead>
<tr>
<th>Speech and wanted posters with ICT elements.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Science Journal which will be used throughout the whole unit to track students’ understandings</td>
</tr>
<tr>
<td>KWHL chart Worksheet from St Helena Island.</td>
</tr>
</tbody>
</table>