

## **Work program relating to The Australian Curriculum for History Year 5: The Australian Colonies**

### Overview

Through the context of the Royal Bull's Head Inn, Drayton, and some of the personalities connected with it, students will 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 for students to develop historical understanding through key concepts appropriate to their age and ability, including: sources, continuity and change; cause and effect; perspectives; empathy and significance. These concepts will be investigated within the historical context of the Royal Bull's Head Inn, the settlement of Drayton and the exploration of the Darling Downs to facilitate an understanding of the past and to provide a focus for historical enquiries. The content is presented within the two interrelated strands of **Historical Knowledge and Understanding** and **Historical Skills**, and within the framework of the following key inquiry questions:

- What do we know about the lives of people in Australia's colonial past and how do we know?
- How did an Australian colony develop over time and why?
- How did colonial settlement change the environment?
- What were the significant events and who were the significant people that shaped Australian colonies?

Each section notes the relevant general capabilities (GC), cross-curriculum priorities (CCP) and links to other learning areas (OLA).

*Source: ACARA Australian Curriculum v5.0 History*

**Historical knowledge and understanding:** Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800.

**Key inquiry question:** How did an Australian colony develop over time and why?

Local context	Historical skills	Student activities	Resources	GC, CCP and OLA
<p>Why was the settlement of Drayton established and how did it develop?</p>	<ol style="list-style-type: none"> <li>Identify questions to inform an historical inquiry</li> <li>Use historical terms and concepts</li> </ol>	<ol style="list-style-type: none"> <li>Use a Hot Potato (see PDF) to establish students' prior knowledge of the following topics:                             <ol style="list-style-type: none"> <li>The reasons why the British wanted more space</li> <li>What sort of people came to Australia and challenges they faced</li> <li>The nature of the Australian landscape</li> <li>The challenges facing new arrivals</li> </ol> </li> <li>Use this information to construct a KWHL chart (see PDF) about Drayton</li> <li>Read about Drayton (Qld Places website and student fact sheet)</li> <li>Develop a wide range of <b>inquiry questions</b> and record them on the research worksheet</li> </ol>	<p>Teachers' introduction sheet</p> <p>Darling Downs and Drayton fact sheet</p> <p>Hot Potato PDF</p> <p>KWHL PDF</p> <p>Research questions worksheet</p> <p><a href="http://www.queenslandplaces.com.au">www.queenslandplaces.com.au</a></p>	<p>GC: Literacy; numeracy; critical and creative thinking; information and communication technology capability</p> <p>OLA: English, Maths</p>

**Historical knowledge and understanding:** 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 and/or Torres Strait Islander peoples) and how the environment changed.

**Key inquiry questions:** How did colonial settlement change the environment? What do we know about the lives of people in Australia's colonial past and how do we know?

Local context	Historical skills	Student activities	Resources	GC, CCP and OLA
How did the settlement of Drayton change the environment?	<ol style="list-style-type: none"> <li>1. Identify and locate a range of relevant sources.</li> <li>2. Locate information related to inquiry questions in a range of sources</li> <li>3. Compare information from a range of sources</li> </ol>	<ol style="list-style-type: none"> <li>1. Examine a range of sources (see suggested resources) and identify whether they are primary or secondary sources</li> <li>2. Prepare a <b>Powerpoint presentation</b> on the development of Drayton, making reference to the traditional owners of the land. Illustrate your presentation with some examples of the primary and secondary sources you have identified.</li> </ol>	<p><a href="http://www.qhatlas.com.au">www.qhatlas.com.au</a> (early map of Drayton)</p> <p><a href="http://www.flickr.com/photos/22802295@N02/sets/72157625751376748/with/5326172026/">http://www.flickr.com/photos/22802295@N02/sets/72157625751376748/with/5326172026/</a></p> <p>Primary sources worksheet</p> <p>Darling Downs and Drayton fact sheet</p>	<p>GC: Literacy; critical and creative thinking; ICT competence; personal and social capability; intercultural understanding</p> <p>CCP: Sustainability</p> <p>OLA: English, Art</p>

Local context	Historical skills	Student activities	Resources	GC, CCP and OLA
What was daily life like for the inhabitants of the Royal Bull's Head Inn?	1. Identify points of view in the past and present	<b>Site visit to RBHI</b> (2.5 hours including break for morning tea)  <i>See also note on p. 4</i>	Clipboard and pencil  William Horton worksheet (complete pre-visit)  Teachers' introduction	

**Historical knowledge and understanding:** The impact of a significant development or event on a colony; for example, internal exploration, the expansion of farming.

**Key inquiry question:** What were the significant events that shaped Australian colonies?

Local context	Historical skills	Student activities	Resources	GC, CCP and OLA
The exploration and settlement of the Darling Downs	<ol style="list-style-type: none"> <li>1. Sequence historical people and events</li> <li>2. Develop texts, particularly narratives and descriptions, which incorporate source materials</li> <li>3. Use a range of communication forms (graphic, written) and digital technology</li> <li>4. Use historical terms and concepts</li> </ol>	<ol style="list-style-type: none"> <li>1. Construct a <b>timeline</b> of key points concerning the exploration and settlement of the Darling Downs.</li> <li>2. Write a <b>news article</b> about the settlement of Drayton for the first edition of the Darling Downs Gazette in 1858. You could explain what services people will find in Drayton, what it looks like, where to find it, and who lives there. Write persuasively to encourage people to settle in Drayton. (The worksheet provided uses the heading from the original paper.)</li> </ol>	<p>Timeline worksheet</p> <p>Darling Downs and Drayton fact sheet</p> <p>Darling Downs Gazette worksheet</p> <p>Wikipedia</p> <p>Books, eg: <i>Australian Explorers: Unlocking the Great South Land</i> by Robert Coupe</p>	<p>GC: Literacy; numeracy; ethical understanding; critical and creative thinking; personal and social capability,</p> <p>OLA: English, Maths, Geography</p>

**Note:** The RBHI site visit can easily be made part of a whole day excursion to understand the development of the region by visiting or driving past other significant buildings in the Toowoomba area, eg St Matthew's Church, Drayton; St Luke's Church, Toowoomba; Clifford House (Gip's Restaurant); Cobb & Co Museum. The book *Heritage Trails of the Great South East* has a heritage trail of Toowoomba.

**Historical knowledge and understanding:** The role that a significant individual or group played in shaping a colony; for example, explorers, farmers.

**Key inquiry question:** Who were the significant people that shaped Australian colonies?

Local context	Historical skills	Student activities	Resources	GC, CCP and OLA
<p>Allan Cunningham and Patrick Leslie</p>	<ol style="list-style-type: none"> <li>1. Develop texts, particularly narratives and descriptions, which incorporate source materials</li> <li>2. Use a range of communication forms (graphic, written) and digital technology</li> <li>3. Use historical terms and concepts</li> </ol>	<p>On the computer, prepare a <b>research report</b> on either explorer Allan Cunningham or Darling Downs pioneer and grazier Patrick Leslie (students can choose which one, or teacher can allocate). Both men have entries in the online Australian Dictionary of Biography. Use illustrations to accompany your report.</p> <p>Students should locate and use two primary sources and a range of secondary sources to prepare their report.</p>	<p>Google images  <a href="http://www.adb.anu.edu.au">www.adb.anu.edu.au</a>                      Wikipedia  <a href="http://www.qhatlas.com.au/content/darling-downs">http://www.qhatlas.com.au/content/darling-downs</a>                      Books, eg:  <i>Australian Explorers: Unlocking the Great South Land</i> by Robert Coupe  <a href="http://www.artuccino.com/Allan_Cunningham/index.html">http://www.artuccino.com/Allan_Cunningham/index.html</a></p>	<p>GC: Literacy; numeracy; critical and creative thinking; information and communication technology capability; personal and social capability.</p> <p>OLA: English, Geography, ICT</p>

**Historical knowledge and understanding:** The reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony.

**Key inquiry question:** How did colonial settlement change the environment? What do we know about the lives of people in Australia's colonial past?

Local context	Historical skills	Student activities	Resources	GC, CCP and OLA
<p>The migration of German people to the Darling Downs area, and their contribution to the development of the region.</p>	<ol style="list-style-type: none"> <li>1. Identify points of view in the past and present.</li> <li>2. Use a range of communication forms (oral)</li> </ol>	<p>Use the resources to research the reasons why people migrated from Germany to Queensland, and what life might have been like for them once they arrived.</p> <p>In pairs, prepare a <b>role play</b>. One person is Edward Lord and the other is a German farmer. Imagine that Edward Lord is visiting Germany to convince the farmer to migrate to Australia. What will Edward Lord say to convince him? What sort of questions will the farmer ask? Props and period clothing can be used.</p>	<p>Fact sheet on Edward Lord and German migrants</p> <p><a href="http://germanydownunder.com">http://germanydownunder.com</a></p> <p><a href="http://www.slideshare.net/slqlibrary2/germans-in-early-queensland-1859625">http://www.slideshare.net/slqlibrary2/germans-in-early-queensland-1859625</a></p> <p><a href="http://freepages.genealogy.rootsweb.ancestry.com/~alphi/Darling%20Downs%20Germans.htm">http://freepages.genealogy.rootsweb.ancestry.com/~alphi/Darling%20Downs%20Germans.htm</a></p>	<p>GC: Literacy; critical and creative thinking; personal and social capability; intercultural understanding</p> <p>OLA: English, Drama, Geography, LOTE</p>