



Exploring the continent



As the colony of New South Wales grew, more land was needed for agriculture to support it. But a string of mountain ranges stretching the whole length of the continent blocked the way to the land beyond.



In 1813, an expedition by Gregory Blaxland, William Lawson and William Charles Wentworth forged the first European-made route through the Blue Mountains. Their success meant the colony could expand and thrive. In time, colonies at Port Phillip and Adelaide were established on the south coast.

As more colonies beyond the capitals were established, expeditions into the interior were organised to search for fertile land and sources of fresh water.

Such expeditions were great adventures but the conditions were brutal; explorers struggled against the hostile environment and dwindling supplies of food and water.

In 1841, Edward John Eyre and his Indigenous companion, Wiley, overcame great hardships to cross the Nullarbor Plain from Adelaide to Albany; and in 1846, Ludwig Leichhardt blazed a trail from Moreton Bay to Port Essington in the north of the Northern Territory.

In 1860, a challenge was launched to find a route crossing the continent from south to north. Robert O'Hara Burke and William John Wills became the first Europeans to travel from Melbourne to the Gulf of Carpentaria, only to meet with disaster on the return trip.

Around the same time, John McDouall Stuart charted a route from Adelaide to Darwin, passing through the centre of the continent. A decade later, this route was used for the Overland Telegraph Line, which for many years would be a major communication link between Australia and Britain.

It was a long-held belief that an inland sea existed in the centre of Australia. The westward flow of rivers towards the centre seemed to support this view.

Charles Sturt was very keen to explore the rivers of New South Wales and find the inland sea, if it existed. In his expeditions of the late 1820s, he found evidence to dispel the myth. He discovered that all the rivers flowed into the Murray River then into the Southern Ocean at Goolwa, to the east of Adelaide.

In Western Australia, many explorers were heading eastwards in search of fertile land, water and other resources. These men included brothers John and Alexander Forrest, and Augustus and Frank Gregory.

With help from many Indigenous Australians, the efforts of these men were significant in shaping the Australian colonies.

Scan the QR code to view an illustration showing the departure of the Burke and Wills expedition from Melbourne.



Understand

1. Who discovered the westward flowing rivers did not lead to an inland sea?
2. What was the main reason for exploration of the interior?
3. What would have been some of the hardships endured by the early explorers?

Write

- Write a letter an explorer might have written to his family while he was on an expedition, if there had been a postal service available.

Investigate

- Who were Wylie, Jackey Jackey and Tommy Windich, and how did they help the explorers?



Exploring the continent



Examine the map to see some of the routes forged into the interior following the circumnavigation of the continent by Matthew Flinders.



Write

- Create a time line of expeditions to explore Australia's interior with a brief note about each one and images of the explorers.

Research

- The people of the colony knew of its vast size because Matthew Flinders had circumnavigated it by 1803. Annotate a map of Australia to show Flinders' route and any incidents that occurred along the way.



✦ Exploring the continent – 1 ✦

Searching for an inland sea

INTRODUCTION

Having knowledge and understanding about something is good, but when used for practical purposes is not always successful.

ACTIVITY

- You know plant seeds are the start of new life, require water and soil to grow and when shoots appear they also need light. So if seeds are given all these things, why do some fail to grow into healthy plants?
 - In groups, discuss and record possible reasons why some seeds do not produce healthy plants. Share your ideas with the class.
-

CONNECTION

The people of the new colony knew that rivers eventually flowed to the sea at the coast or to a lake. The rivers that had been discovered were large and flowed westwards over the mountains, so it was reasonable to assume that beyond the mountains they might flow into a large lake or ‘inland sea’.



✦ Exploring the continent – 2 ✦

Crossing the Blue Mountains

INTRODUCTION

When people visit a new place and plan to be there for a few days, they often like to explore the area rather than just stay close to their accommodation. They gather maps, transport timetables and other information so they can experience as much of what the area has to offer as possible.

ACTIVITY

- Imagine visiting a city you have never been to before. Having arrived at your accommodation, what would you have to do and what would you need to help you make the most of your stay?
 - In groups, discuss and record your ideas then share them with the class.
-

CONNECTION

The first crossing of the Blue Mountains by Europeans was a journey into the unknown, so the explorers had to be well-prepared. Among the things they needed were food and water supplies, tents and cooking equipment, and tools for making a pathway through the bush. Someone had to pay for all the resources and provide animals to carry them. Blaxland, Lawson and Wentworth are remembered for being the leaders of the expedition, but they did not succeed without help from others.



✦ Exploring the continent – 3 ✦

An unsolved mystery

INTRODUCTION

Things don't just disappear. There is always an explanation but if we can't find what we've lost, the disappearance remains a mystery.

ACTIVITY

- In groups, discuss times when you (or someone you know) lost something and just could not find it. What lengths did you go to to find it? Can you explain what may have happened or does it remain a mystery?
-

CONNECTION

Australia is a vast continent and in the mid-1800s, explorers did not have the advanced technology we have today for finding someone lost in the bush. Although many people searched for evidence of the Leichhardt expedition, nothing was ever found. Is it a mystery or was the continent just too big for people of that time to locate any evidence?



✦ Exploring the continent – 4 ✦

A great tragedy

INTRODUCTION

With 21st century technology we have many ways to communicate with people both near and far. We have become so reliant on mobile phones that, for some people, leaving home without one can lead to a nightmare situation.

ACTIVITY

Arriving at the shopping centre, Zak and Mum went to look for new sports shoes for Zak while his brother Karl went with Dad to look in the games shop. They agreed to keep in contact by phone. Carrying his new shoes, Zak and Mum walked towards the games shop as she took out her phone. Oh dear! She hadn't charged it and now it was dead. When they arrived at the games shop, Karl and Dad were no longer there.

Mum went into panic mode and rushed to the customer services desk, asking the staff to put a call out for Henry and Karl Fidel to come to the desk immediately.

- In groups, discuss what might have happened if Dad and Karl did not hear the call.
-

CONNECTION

The story of the Burke and Wills expedition is a tragedy because there was no way for the parties to contact one another. Had they been able to, the others would have remained at Cooper Creek until Burk and Wills arrived, just a few hours later.



Searching for an inland sea

When Matthew Flinders circumnavigated Australia in the early 1800s, he proved just how big the continent was. But the new colony could only expand along the east coast as it was hemmed in by mountains, stretching for miles to the north and to the south.

Many people were curious to know what lay beyond this range of mountains. One suggestion was there was a large inland sea because at the time, a number of the known rivers in the colony flowed westwards over the mountains.

E/R 1 What do you think the presence of an inland sea would have meant for the developing colony?

R 2 Charles Sturt is credited with dispelling the myth of the inland sea.

- (a) Examine the websites <https://tinyurl.com/3gxw4x2> and <https://tinyurl.com/3qhcu76> to learn about Charles Sturt's exploration of the westward-flowing rivers.
- (b) Discuss the information. On a large piece of paper, draw a sketch map of New South Wales, Victoria and South Australia, showing the rivers charted by Charles Sturt in 1828 and 1829.
- c** (c) On a computer, write a description of each expedition to be printed and displayed next to the sketch map. Plan your description below.



3 How is Charles Sturt remembered in Australia today?

Crossing the Blue Mountains

The first route through the mountains opened up the continent for greater expansion. The first road over the mountain followed the same route and Bathurst, the first inland town in the colony, was established.

- A 1** Examine a selection of websites telling the story of the first crossing and record three you will use for information.

- R 2** (a) Discuss the information and, on a large piece of paper, create a flow chart of events as they occurred.

- (b) List the different people involved in the story and the roles they played.

People	Roles

- (c) List the equipment and resources the explorers took with them.

- 3** (a) Discuss how the story of the first crossing could be presented as a role-play. Work out a simple dialogue for the characters.

- E/R** (b) Discuss and write an introduction and a conclusion to the role-play, explaining the need to find a route across the mountains and what happened when the route had been discovered.

Introduction
Conclusion

- C** (c) Present the role-play to an audience.

An unsolved mystery

Ludwig Leichhardt was a German explorer who came to Australia to learn about its plant and animal life. Like other explorers, he also wanted to find fertile land and rivers for the growing colony. In 1846 he successfully explored a route from Moreton Bay to Port Essington; but in 1848, on an expedition to cross from Moreton Bay to the Swan River Colony, all evidence of the expedition was lost without a trace.

- A 1** Examine a selection of websites telling the story of Leichhardt's disappearance and theories of what may have happened to him and the rest of the expedition. Record three websites you will use for information.

- R 2** (a) Gather information from the three sites to complete a 5Ws and H chart.
- (b) Discuss the information you have discovered and how it could be presented in a series of images with accompanying statements and questions.
- (c) Make notes about each image.

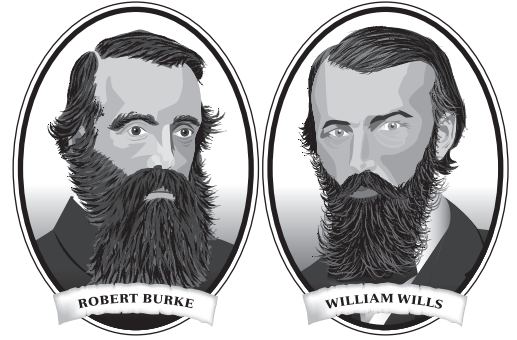
Image 1	Image 2	Image 3
Image 4	Image 5	Image 6
Image 7	Image 8	Image 9

- (d) Find or draw images and print statements and questions.
- C** (e) Make your presentation to an audience.
- E/R 3** (a) From the information you have found and the discussions you have had, what is your theory about Leichhardt's disappearance?

- (b) Suggest your theory to others. What is the general response?

A great tragedy

Robert O'Hara Burke and William John Wills are famous for two things: one, they led the first successful expedition by Europeans from the south of the Australian continent to the north; and two, by a tragic twist of fate, they died on the return journey.



- Q 1** (a) Discuss and write some questions you could ask to learn about the Burke and Wills expedition and why it ended in tragedy.
- R** (b) Examine the websites <<https://tinyurl.com/y9opddjg>> and <<https://tinyurl.com/3mrabt4>> to discover some answers to your questions and record them in the table.

Questions	Answers

- E/R 2** The people and animals of the expedition faced many problems. Discuss and name some of the problems and the effect they had on the progress, the success and the failure of the expedition.

Problem	Effect

- 3** (a) On a separate piece of paper, write a diary entry, recording the events and conditions of one section of the route.
- c** (b) Present your entry as a tableau. Use light and sound effects to enhance your presentation.



Name: _____ Date: _____

1 The Frontier Wars were a series of battles between:

- | | |
|---|---|
| <input type="checkbox"/> a convicts and colonists. | <input type="checkbox"/> d Indigenous people and Europeans. |
| <input type="checkbox"/> b colonists and squatters. | <input type="checkbox"/> e Indigenous people and Chinese. |
| <input type="checkbox"/> c Europeans and Chinese. | |

2 The Frontier Wars between the colonists and the Indigenous people were caused by:

- | | |
|---|--|
| <input type="checkbox"/> a a dislike of each other. | <input type="checkbox"/> c lack of understanding about each other. |
| <input type="checkbox"/> b wanting to use the land in different ways. | <input type="checkbox"/> d wanting to hurt each other. |

3 When gold was discovered in Australia:

- | | | |
|--|-------------------------------|--------------------------------|
| (a) the greatest population of migrants were from China. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| (b) the greatest population of non-British migrants were from China. | <input type="checkbox"/> True | <input type="checkbox"/> False |

4 Tick all that apply. The European goldminers resented the Chinese because they:

- | | |
|--|--|
| <input type="checkbox"/> a looked different. | <input type="checkbox"/> d wasted water. |
| <input type="checkbox"/> b worked hard. | <input type="checkbox"/> e found gold where the Europeans had not. |
| <input type="checkbox"/> c were dirty. | <input type="checkbox"/> f were greedy. |

5 The main reason explorers wanted to find a way through the Great Dividing Range was to:

- | | |
|---|---|
| <input type="checkbox"/> a be famous. | <input type="checkbox"/> d own more land. |
| <input type="checkbox"/> b find gold. | <input type="checkbox"/> e learn more about the land. |
| <input type="checkbox"/> c find fertile land. | <input type="checkbox"/> f meet more Indigenous people. |

6 People believed the interior of Australia must contain an inland sea because:

- | |
|---|
| <input type="checkbox"/> a such a vast area of land must surely include a large expanse of water. |
| <input type="checkbox"/> b the land balanced out the land in the northern hemisphere which contained inland seas. |
| <input type="checkbox"/> c the westward-flowing rivers must surely journey to an inland sea. |
| <input type="checkbox"/> d they had seen sea birds many miles from the coast. |

7 The Burke and Wills expedition ended in disaster because:

- | | |
|---|---|
| <input type="checkbox"/> a they went off course. | <input type="checkbox"/> d the conditions were too harsh. |
| <input type="checkbox"/> b their Aboriginal trackers deserted them. | <input type="checkbox"/> e their supplies were stolen. |
| <input type="checkbox"/> c they ran out of food and water. | <input type="checkbox"/> f they were too ill to continue. |

8 The route from Adelaide to Darwin, later used for the Overland Telegraph, was charted by:

- | | |
|--|--|
| <input type="checkbox"/> a Burke and Wills. | <input type="checkbox"/> d Ludwig Leichardt. |
| <input type="checkbox"/> b Edward Eyre. | <input type="checkbox"/> e John and Alexander Forrest. |
| <input type="checkbox"/> c John McDouall Stuart. | <input type="checkbox"/> f Augustus and Frank Gregory. |

Name: _____ Date: _____

9 The Bathurst rebellion began in response to:

- a one convict's anger at his treatment by the authorities.
- b conditions in the convict gaols.
- c convicts not being given tickets of leave.
- d convicts not being allowed visitors.

10 Gold heists between goldfields and towns or railway stations were common because:

- a there were so many bushrangers wanting to steal gold.
- b bushrangers threatened people to tell them the routes and times of the stage coaches.
- c spies informed the bushrangers of the routes and times stagecoaches would take.
- d the same routes were used at the same times so bushrangers could plan an attack.

11 Some believed people turned to a life of crime as a bushranger because they lacked:

- a moral fibre.
- b a conscience.
- c an education.
- d discipline.
- e self-control.
- f a decent upbringing.

12 Which description describes how bushrangers of colonial times are generally remembered?

- a evil villains
- b lovable rogues
- c vicious murderers
- d wicked thieves

13 Tick all that apply. The Indigenous people helped the colonists by teaching them how to:

- a mine gold.
- b use native plants.
- c track native animals.
- d read the signs of nature.
- e read and write.
- f build fences.

14 Tick all that apply. Indigenous people fought against the colonists to:

- a preserve their culture.
- b show their strength.
- c exterminate the colonists.

15 What does a philanthropist do?

- a promote the welfare of others
- b study the problems of life and science
- c study the mental state of people
- d study the history of humankind

16 Tick all that apply. New inventions helped shape the colonies because they:



- a made some people rich.
- b helped people work more efficiently.
- c used or overcame the natural environment.
- d made Australia famous.

17 The people who contributed to the shaping of the colonies came from many different backgrounds and did so for many different reasons. True False



What were the significant events and who were the significant people who shaped Australian colonies?

CONTENT DESCRIPTION

- The impact of a significant development or event on an Australian colony (ACHASSK108) 
- The role that a significant individual or group played in shaping a colony (ACHASSK110) 

KEY IDEAS

How people exercise their responsibilities, participate in society and make informed decisions

INQUIRY AND SKILLS

Questioning, Researching, Analysing, Evaluating and reflecting, Communicating

CONCEPTS OF HISTORICAL INQUIRY

Significance, Continuity and change, Cause and effect, Place and space, Interconnections, Roles, rights and responsibilities, Perspectives and action, Sources, Empathy

GENERAL CAPABILITIES

Literacy, ICT capability, Critical and creative thinking, Ethical understanding, Intercultural understanding

OBJECTIVE

To learn about and appreciate the contributions of key people who opened up the colony for further expansion and how in time, this would lead to the breakaway of Victoria and Queensland from the NSW colony



Topic introduction card

FRONT

Highlight and discuss topic words, using the glossary and/or a dictionary as necessary.

Scan the QR code and discuss students' thoughts about the illustration.

Understand

Read and discuss the comprehension questions. Encourage students to question any aspect of the text they don't fully understand.

Write

Discuss the positive aspects of exploring land uncharted by Europeans—The excitement, the fame and the glory—and the negative aspects; effects of extreme heat, lack of food and water, losing their way, fighting their way through rough terrain, poisonous snakes and annoying insects. *What comforts of home would they miss? What fears might they and their families at home have? What might an explorer put in a letter to his loved ones? Would he whinge about discomforts, share his fears or exaggerate his triumphs?*

Investigate

The Indigenous people helped the European explorers in many ways, guiding them through country, finding food and water, using their knowledge of plants for medicine and forging paths through densely-covered terrain. *Why would they do this for people who were taking their land? What effect might their loyalty to European explorers have on how they were regarded by their own people?*

Answers

Understand

1. Charles Sturt
2. To find more fertile land for agriculture and sources of fresh water (rivers and lakes).
3. Teacher check, may include: navigating through the bush, the harsh climate and terrain, poisonous spiders and snakes, having enough food and water, conflict among each other because of different opinions and physical hardships, confrontation with Indigenous people

Write

Teacher check

Investigate

Teacher check

BACK

It is important to have a chronological awareness of when things occurred so events can be placed in context.

Write

Students create a time line from the events given. Encourage them to add other significant events they know about within that time frame; e.g. dates each colony was established. Their time line should begin from 1788.

Research

For most of the time Matthew Flinders was circumnavigating Australia, Britain and France were at war. France also had an interest in colonising Australia. Less than two weeks after the end of the Revolutionary wars between Britain and France, Matthew Flinders met with Nicholas Baudin, aboard the French ship where the two captains shared information about the land and the coastline. The place where they met is known as Encounter Bay.

Answers

Write

Teacher check

Research

Teacher check



Searching for an inland sea

ACTIVITY STARTER CARD

Theories are developed after observing practical situations. They can be developed about anything including the growth of healthy plants from seeds. When evidence suggests a theory is wrong, people search for the reason, such as why some seeds do not produce healthy plants.

The knowledge that rivers flow into a lake was discussed by the colonists, hoping it might in this case be proved correct. But rivers were also known to flow into the sea, a fact which would not be helpful to the colonists. Sadly, this proved to be the case.

ACTIVITY WORKSHEET

Discuss why an inland sea would have been a significant find for the colonists.

Students suggest different methods—e.g. 5Ws and H chart, random bullet points, a flow chart or a time line—for making notes about Sturt's expeditions. Discuss the merits of any methods they suggest. After their research, review their choices. Would they use the same method next time? Why? Why not?

Discuss where Charles Sturt would most likely be remembered and why.

Answers

1. Teacher check, may include: fresh water for irrigation for cultivating land and for animal and human consumption, more fertile land
2. Teacher check
3. Teacher check, may include: Sturt Highway from Wagga Wagga to Adelaide, Charles Sturt University in NSW, Sturt Stony Desert bordering SA, NSW and Qld

Additional activities

- Annotate images of different explorers with brief notes of where they explored. Attach to one side of a time line to show the chronology of when the expeditions took place. On the other side, choose other significant events that occurred in the colony to give provide a temporal context.
- Write a series of diary entries Charles Sturt might have written on his second expedition, to determine if the Murrumbidgee River ended in swamps or if it flowed into an inland sea.



Crossing the Blue Mountains

ACTIVITY STARTER CARD

Discuss what someone in a new, unfamiliar location might require to discover all it has to offer. Suggestions might include transport, tourist information, weather protection, a first aid kit and water.

When attempting to cross the Blue Mountains, Blaxland, Lawson and Wentworth took everything they thought they might need.

ACTIVITY WORKSHEET

Before creating their flow chart, students record and order, using bullet points, all the information they want to include. From the flow chart, they complete the people/role table on the worksheet.

With the information on the flow chart, students create a short play with dialogue to present to an audience. The introduction and conclusion are very important as they will explain why a route needed to be found and how this enabled the colony to expand.

Answers

1. Teacher check
2. (a) Teacher check
(b) Teacher check, may include: Explorers Blaxland, Wentworth, Lawson; four servants; a guide and kangaroo hunter, James Burnes; four convict labourers to beat a pathway
(c) Teacher check, may include: four horses packed with food, water and medicinal supplies, and equipment such as picks and shovels; four dogs
3. Teacher check

Additional activities

- Prepare a series of Who am I? questions for each explorer to test each other's knowledge of the explorers and their achievements.
- Design a badge to represent the successful crossing of the Blue Mountains.



An unsolved mystery

ACTIVITY STARTER CARD

Losing something important, precious or valuable can create a lot of frustration; trying to remember when you last saw it, retracing your steps or moving furniture in the frantic search to find it. Discuss such experiences with students: maybe the final piece of a jigsaw puzzle, a small but important part of a board game, the nozzle of the vacuum cleaner, a set of house/car keys. *Has anything that has disappeared never been found? Is it a mystery or was the search just not thorough or widespread enough?*

ACTIVITY WORKSHEET

As students complete the task, remind them their questions, images and statements will be used in a (digital) presentation.

No-one knows what happened to Leichhardt's expedition so all theories are valid.

Answers

1.–3. Teacher check

Additional activities

- Create the script for a contemporary media newsflash to celebrate the success of an expedition.
- Present as a narrative the story of Liechhardt's doomed expedition and attempts to find him.

A great tragedy

ACTIVITY STARTER CARD

For the past two decades, people have become almost totally reliant on mobile phones. They don't consider contingency plans because they always have their phones to connect with people at any time. But as the story shows, your phone is only as reliable as its battery.

ACTIVITY WORKSHEET

Students use a 5Ws and H chart to brainstorm questions. In groups, they share out the questions to research and each student records only the questions he/she has researched.

In their groups, students discuss the main problems and their effects on the expedition.

Different groups could write a diary entry from different stages of the route/expedition. This could be presented as a tableau with one student for each group reading the diary entry while the others pose in a way to illustrate it.

Answers

1. Teacher check
2. Teacher check, may include: sickness which delayed progress; food shortage which made the men weak; lack of planned communication which meant the different groups didn't know where the others were or when they would return; lack of trust in local Aboriginal people which meant they didn't get as much help as they could have had
3. Teacher check

Additional activities

- Create the script for an interview with an explorer before an expedition and then afterwards.
- In a group, write the different events of the Burke and Wills expedition on separate pieces of card. Shuffle the cards then arrange them in order explaining why they occurred.



	HASS INQUIRY AND SKILLS											
	What were the significant events and who were the significant people that shaped Australian colonies?											
	P	R			A			E & R			C	
	AC Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI094)	AC Locate and collect relevant information and data from primary sources and secondary sources (ACHASSI095)	AC Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions (ACHASSI096)	AC Sequence information about people's lives, events, developments and phenomena using a variety of methods including time lines (ACHASSI097)	AC Examine primary sources and secondary sources to determine their origin and purpose (ACHASSI098)	AC Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI099)	AC Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships (ACHASSI100)	AC Evaluate evidence to draw conclusions (ACHASSI101)	AC Work in groups to generate responses to issues and challenges (ACHASSI102)	AC Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI103)	AC Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI104)	AC Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (ACHASSI105)
Conflict in the colonies	✓	✓		✓		✓		✓	✓	✓		✓
Exploring the continent	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓
Bushrangers		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Shaping the colonies	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓

	HISTORY ACHIEVEMENT STANDARDS									
	What were the significant events and who were the significant people that shaped Australian colonies?									
	KNOWLEDGE AND UNDERSTANDING					INQUIRY AND SKILLS				
	Describe the significance of people and events/developments in bringing about change.	Identify the causes and effects of change on particular communities.	Describe aspects of the past that have remained the same.	Describe the experiences of different people in the past.	Sequence information about events and the lives of individuals in chronological order using time lines.	When researching, develop questions for historical inquiry.	Identify a range of sources and locate, collect, organise information related to the inquiry.	Analyse sources to determine their origin and purpose and identify different viewpoints.	Develop, organise and present texts, particularly narrative recounts and descriptions, using historical terms and concepts.	
Conflict in the colonies	✓	✓		✓	✓	✓	✓	✓	✓	✓
Exploring the continent	✓	✓		✓	✓	✓	✓	✓	✓	✓
Bushrangers	✓	✓		✓	✓		✓	✓	✓	✓
Shaping the colonies	✓	✓		✓	✓	✓	✓	✓	✓	✓



HISTORICAL INQUIRY AND SKILLS

What were the significant events and who were the significant people that shaped Australian colonies?

	QUESTIONING	RESEARCHING	ANALYSING	EVALUATING & REFLECTING	COMMUNICATING					
						Conflict in the colonies	Exploring the continent	Bushrangers	Shaping the colonies	
	Pose questions before, during and after an inquiry about the past and how the past relates to the present					✓	✓			✓
	Develop questions that help identify the concepts of historical thinking (for example, sources)					✓	✓			✓
	Develop questions to guide the stages of a historical inquiry, using organisers (for example, five W's + H – who, what, when, where, how and why; KWL chart – what they know, what they want to know and what they have learned)					✓	✓			✓
	Create questions appropriate to their purpose (for example, open-ended questions for interviews, critical questions about source reliability, questions that follow cultural protocols)					✓	✓			✓
	Identify and locate primary (sources from the time) and secondary sources to support a historical inquiry	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Collect information, evidence and/or data using methods most suited to a historical inquiry (for example, interview, observation, digital search tools)	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Record, arrange and sort information about the past and how it relates to the present in a range of forms (for example, concept map, object display, table)	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Order information about lives, events, developments and phenomena over time using sequences, time lines and oral recounting	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Apply relevant concepts of historical thinking (for example, cause and effect) when interpreting information, evidence and/or data about people, events and phenomena over time	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Identify and compare aspects of the past and present as represented in a range of sources, including facts and opinions, and different historical interpretations, points of view and perspectives	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Critique sources for their origin, purpose, reliability and usefulness to support a historical inquiry	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Identify patterns and trends and inter-cause-effect and temporal relationships about people, events and phenomena of the past and present	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Apply relevant concepts of historical thinking (for example, significance) when proposing explanations, evaluations and conclusions about the past and how it relates to the present	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Evaluate the usefulness of sources in a historical inquiry and support conclusions with data and/or evidence	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Listen to, share with and engage with others to generate responses to issues and challenges about historical phenomena, people and events	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Reflect on learning about the past to predict possible changes and continuities, consider effects of proposed actions, and imagine preferred futures	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Compose appropriate text types (for example, narrative recount and account, report, argument, biography) to convey findings, conclusions and understandings of a historical inquiry	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Select appropriate representations to suit and enhance their communication (for example, time line, photograph, picture) in digital and non-digital modes	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Use accurate historical terms and concepts	✓	✓	✓	✓	✓	✓	✓	✓	✓



CONCEPTS OF HISTORICAL INQUIRY

What were the significant events and who were the significant people that shaped Australian colonies?

	Significance	Continuity and change	Cause and effect	Place and space	Interconnections	Roles, rights and responsibilities	Perspectives and action	Sources	Empathy
Conflict in the colonies	The significance to society, particularly to Australian society, of places, events, ideas, phenomena and the contributions and achievements of people								
	The legacy of past societies in present social, political, intellectual and economic life; the historical, cultural and spiritual value of the remains of the past; and what should be preserved and why								
	How diverse groups celebrate and commemorate events and the significance of Country/Place to Aboriginal and Torres Strait Islander peoples								
Exploring the continent	How human experiences, for example, family life, technology, colonisation, settlement, migration and citizenship, have differed and/or stayed the same over time								
	How social, political, environmental and economic ideas, values and challenges have changed or remained the same over time, and the different ways people and institutions have responded to them								
	Reasons for social, political, environmental and economic events and developments over short and long time frames, and the effects on individuals, groups and societies								
	How events, developments and ideas (for example, technology, exploration, citizenship, natural disasters) have shaped the daily lives of diverse people								
Bushrangers	How the past and present might influence the future and how knowledge of the past and present can influence plans for possible and preferred futures								
	How places and the social and economic activities within them have changed and remained the same over time, including Australia's colonial and modern era								
	Remains of the past and places of cultural or spiritual significance, such as buildings and commemoration sites, and what they reveal about the past								
	The places and cultures of the world from where Australians of the past and present have immigrated, and how they influenced the places where they settled								
Shaping the colonies	Connections between significant and ordinary people, events, developments, phenomena and places through time								
	How chains of events and developments over short and long time frames are related through multiple causes and effects								
	How places and peoples have been connected through human endeavour and cultural in exchange over time, and what tangible and intangible remains of the past are evident in the present								
	The role and contribution of a range of individuals, groups and government to the development of society, economy and democracy in Australia and other places								
	Different values, attitudes, actions and practices of individuals and societies in the past, and how they are viewed in the present								
	How representations of people from a range of groups in the past show social, cultural and emotional factors of the time and place								
	Different and sometimes opposing perspectives about a person, event, development or phenomena of the past, and how these could create debate or conflict then or now								
	Anything from the past providing information which adds to our knowledge of that period. A primary source is 'from that time'. A secondary source is an account by someone not directly involved with the event								
	Empathy is engagement with the past; taking oneself back in time and viewing events as they would have appeared then without present-day influences								