

<b>Title</b>	<b>Continuity &amp; Change: Noongar Perspectives and the Power of Place</b>
<b>Learning area</b>	<b>HASS (History)</b>
<b>Other LAs</b>	<b>HASS (Geography) English; Media Arts; Digital Technologies</b>
<b>Year Level(s)</b>	<b>Year 4</b>

## Background information

<b>Brief Description of the Task:</b>	Pre and Post Contact – Indigenous ways of life Students will compare and contrast the impact of European settlement on the traditional ways of their local indigenous group by creating an online, educational resource for their local community. Heritage Perth Noongar resources and HASSchats model this form of historical inquiry <a href="https://learning.heritageperth.com.au/teacher-resources/power-of-place/">https://learning.heritageperth.com.au/teacher-resources/power-of-place/</a> Swan River Colony: Impact on Aboriginal People – National Trust WA program ideas <a href="http://www.rolian.net/swan_river_colony/Impact_on_Aboriginal_People.html">http://www.rolian.net/swan_river_colony/Impact_on_Aboriginal_People.html</a>
<b>Context summary</b>	<b>WA Curriculum Content Descriptor:</b> The diversity and longevity of Australia's first peoples and the ways they are connected to Country/Place (e.g. land, sea, waterways, skies) and their pre-contact ways of life
<b>Description of purpose (Learning Intention)</b>	Students will follow a framework for historical inquiry to unpack key concepts such as Continuity and Change, Cause and Effect, Significance, Perspectives and Empathy, as they analyse sources and collect evidence for their digital resource.

## Summary of Links to the Western Australian Curriculum *(Relevant areas shaded at completion of the student activities)*

Content Strand	HASS Knowledge and Understanding			HASS Skills			
	<b>Key Concepts</b> History Geography	Continuity and change	Cause and effect	Significance	Perspectives	Empathy	
Place		Environment	Interconnections				
<b>General capabilities</b>	Literacy	Numeracy	ICT capability	Critical and creative thinking	Ethical Understanding	Personal and social capability	Intercultural understanding
<b>Cross-curriculum priorities</b>	Aboriginal and Torres Strait Islander histories and cultures		Asia and Australia's engagement with Asia		Sustainability		

## Relevant Aspects of the Achievement Standard

*Highlighted areas show the parts of the achievement standard relevant to this task, in YOUR context.*

At Standard, students develop questions, locate and collect information and/or data from a variety of sources. They record their information and/or data in a range of formats and use some protocols when referring to the work of others. Students use given criteria to select relevant information, and they interpret information and/or data by sequencing events and identifying different points of view. They translate information and/or data into different formats. Students use given decision-making processes to draw simple conclusions and provide explanations based on information and/or data. They present findings using a range of communication forms appropriate to audience and purpose, using relevant terms. Students develop texts supported by researched information, and reflect on findings to propose an action.

Students describe the connection that Australia's First Peoples have to **Country/Place** and identify the impact of contact on Indigenous peoples in Australia, and around the world, as a result of exploration and colonisation. They identify the **significance** of past events in bringing about **change** and describe the experiences of an individual or a group over time. Students explain how and why life changed in the past and identify aspects of the past that have remained the same.

Students identify the location of Africa and Europe, and their major countries, in relation to Australia. They identify the main characteristics of their natural environments and describe the importance of the interconnections between people, plants and animals at the **local** to **global scale**. Students recognise that people have different views on the **sustainable** use of natural resources and describe how they can be managed and protected.