

Bathurst Goldfields – Tour Types NSW Curriculum Objectives and Outcomes	Life in Colonial Australia	Macquarie River Tour	Building Colonial Australia	Bathurst Cemetery
<b>Stage 2 (Year 3 and 4) FIRST CONTACTS</b>				
<b>Student Objectives</b>				
<ul style="list-style-type: none"> <li>Develop knowledge and understanding about the nature of history and key changes and developments from the past</li> <li>Develop knowledge and understanding about key historical concepts and develop the skills to undertake the process of historical inquiry</li> </ul>				
HT2-1 identifies celebrations and commemorations of significance in Australia and the world	✓	✓	✓	✓
HT2-2 describes and explains how significant individuals, groups and events contributed to changes in the local community over time	✓	✓	✓	✓
HT2-3 describes people, events and actions related to world exploration and its effects	✓	✓	✓	✓
HT2-4 describes and explains effects of British colonisation in Australia	✓	✓	✓	✓
HT2-5 applies skills of historical inquiry and communication	✓	✓	✓	✓
<b>Stage 3 (Year 5 and 6) THE AUSTRALIAN COLONIES AND AUSTRALIA AS A NATION</b>				
<b>Student Objectives</b>				
<ul style="list-style-type: none"> <li>Develop knowledge and understanding about the nature of history and key changes and developments from the past</li> <li>Develop knowledge and understanding about key historical concepts and develop the skills to undertake the process of historical inquiry</li> </ul>				
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	✓	✓	✓	✓
HT3-3 identifies change and continuity and describes the causes and effects of change on Australian society	✓	✓	✓	✓
HT3-4 describes and explains the struggles for rights and freedoms in Australia, including Aboriginal and Torres Strait Islander peoples	✓	✓		
HT3-5 applies a variety of skills of historical inquiry and communication	✓	✓	✓	✓

## NSW Curriculum Content Discussed During Tours

### Stage 2 (Year 3-4) FIRST CONTACTS

The diversity and longevity of Australia's first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the implications for their daily lives (ACHHK077)

Students:

- Identify the original inhabitants of Australia
- Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival(ACHHK079)
- Describe the establishment of the British colony at Port Jackson 🇬🇧🇺🇦🇦🇺
- Describe the nature of contact between Aboriginal people and/or Torres Strait Islander peoples and others, including Aboriginal resistance 🇺🇦🌐
- Explain the term terra nullius and describe how this affected the British attitude to Aboriginal and Torres Strait Islander peoples 🇺🇦🇺🇦
- Outline the impact of early British colonisation on Aboriginal and Torres Strait Islander peoples' country 🇺🇦

Historical Concepts to be taught throughout Stage 2 and covered during Bathurst Goldfields tours

- Continuity and change: some things change over time and others remain the same.
- Cause and effect: events, decisions or developments in the past that produce later actions, results or effects.
- Perspectives: people from the past will have different views and experiences.
- Empathetic understanding: developing an understanding of another's views, life and decisions made.
- Significance: importance of an event, development or individual/group.

### Stage 3 (Years 5 -6) THE AUSTRALIAN COLONIES

- Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800 (ACHHK093)
- Discuss why the British government set up colonies in Australia after 1800 🏠⚖️
- The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of inhabitants (including Aboriginal and Torres Strait Islander peoples) and how the environment changed (ACHHK094)
- Outline settlement patterns in the nineteenth century and the factors which influenced them 📅
- Discuss the impact of settlement on local Aboriginal peoples and the environment 🌿👤
- Discuss the diverse relationships between Aboriginal peoples and the British 🌿👤
- Investigate the everyday life of a variety of men and women in post-1800 colonial settlements using a range of sources and explain their different experiences ⚖️
- The impact of a significant development or event on a colony; for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought (ACHHK095)
- Identify events that have shaped Australia's identity and discuss why they were significant 🌿🏠🌐⚖️
- Use a range of sources to investigate ONE significant development or event and its impact on the chosen colony 📖📺⚙️
- The reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony (ACHHK096)
- Identify the European and Asian countries from which people migrated to Australia during the nineteenth century and reasons for their migration 🌐🌐
- Investigate the experiences of a particular migrant group and the contributions they made to society 🌐
- The role that a significant individual or group played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander peoples (ACHHK097)
- Use a range of sources to investigate the role of a particular man, woman or group and the contributions each made to the shaping of the colony 🌿👤

### Stage 3 (year 5 -6) AUSTRALIA AS A NATION

- Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war (ACHHK115)
- The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, sciences, the arts, sport (ACHHK116)
- Use sources such as oral history to research stories of migration to Australia, including the experiences of ONE Asian family, explaining reasons for migration ⚖️🌐🌐
- Explain how migrants have contributed to Australian society 🌐
- Using a range of sources, research and describe the contribution of Aboriginal and Torres Strait Islander peoples and other groups to Australian society 🌿🏠📺📖

#### Historical Concepts to be taught throughout Stage 3 and covered during Bathurst Goldfields tours

- Continuity and change: some things change over time and others remain the same.
- Cause and effect: events, decisions or developments in the past that produce later actions, results or effects.
- Perspectives: people from the past will have different views and experiences.
- Empathetic understanding: an understanding of another's point of view, way of life and decisions made in a different time.
- Significance: the importance of an event, development or individual/group.
- Contestability: historical events or issues may be interpreted differently by historians.

Bathurst Goldfields – Tour Types Night Time Activities NSW Curriculum Objectives and Outcomes	Colonial Music
<b>Stage 2 (Year 3-4)</b>	
<b>English</b>	
Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information	✓
Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group(ACELA1488)	✓
Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (ACELA1476)	✓
Use interaction skills, including <a href="#">active listening</a> behaviours and communicating in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate <a href="#">tone</a> , pace, pitch and volume	✓
Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (ACELA1475)	✓
Listen to and contribute to conversations and discussions to share information and ideas and negotiate in <a href="#">collaborative</a> situations (ACELY1676)	✓
Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text(ACELY1690)	✓
Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the <a href="#">mood</a> of the <a href="#">narrative</a> (ACELT1599)	✓
Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and <a href="#">onomatopoeia</a> in poetry and prose (ACELT1600)	✓
Respond to a range of texts, e.g. through role-play or drama, for pleasure and enjoyment, and express thoughtful conclusions about those texts	✓
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<b>Stage 2 (Year 3-4)</b>	
Draw connections between personal experiences and the worlds of texts, and share responses with others(ACELT1596)	✓
Discuss how people from different times and cultures may respond differently to characters, actions and events in texts	✓
Recognise the ways that stories depict Australians who are significant at a local and community level	✓
Respond to and appreciate how Dreaming stories form part of an oral tradition for Aboriginal and Torres Strait Islander peoples	✓
<b>History</b>	
Using a range of sources, describe and explain how and why ONE area, e.g. transport, work, education, entertainment and daily life, has changed or ONE that has remained the same in the local area, region or state/territory since colonial times	✓
Identify the various cultural groups that live and work in the local community	✓
Using a range of sources, investigate the everyday life of ONE of the following who sailed on the First Fleet and lived in the early colony: a soldier, convict, ex-convict, official	✓
<b>Geography</b>	
Discussion of the importance of natural vegetation and natural resources to people e.g. provision of food, medicine, fuel, timbers, fibres, metals	✓
Discussion of why people value environments differently e.g. cultural, agricultural, commercial, recreational values	✓

Bathurst Goldfields – Tour Types Night Time Activities NSW Curriculum Objectives and Outcomes	Colonial Music
Stage 3 (Year 5-6)	
<b>English</b>	
Use interaction skills, varying conventions of spoken interactions such as voice volume, <a href="#">tone</a> , pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816)	✓
Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting <a href="#">arguments</a> , sharing and evaluating information, experiences and opinions (ACELY1709)	✓
Identify and summarise key ideas and information from guest speakers	✓
Understand how texts vary in <a href="#">purpose</a> , structure and topic as well as the degree of formality	✓
Analyse strategies authors use to influence readers (ACELY1801)	✓
Discuss the conventions of a range of complex texts, e.g. act and stage directions in plays, literary devices in poems and stories, <a href="#">layout</a> conventions in print and <a href="#">digital texts</a>	✓
Identify and explain how choices in language, for example <a href="#">modality</a> , emphasis, repetition and <a href="#">metaphor</a> , influence personal response to different texts (ACELT1615)	✓
Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style (ACELT1616)	✓
Analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614)	✓
Discuss and explore moral, ethical and social dilemmas encountered in texts	✓
Bathurst Goldfields – Tour Types Night Time Activities NSW Curriculum Objectives and Outcomes	Colonial Music
Stage 3 (Year 5-6)	
<b>History</b>	
Investigate the everyday life of a variety of men and women in post-1800 colonial settlements using a range of <a href="#">sources</a> and explain their different experiences	✓
Identify events that have shaped Australia's identity and discuss why they were significant	✓
Use a range of sources to investigate the role of a particular man, woman or group and the contributions each made to the shaping of the colony	✓