

**Australian Curriculum: Year 5 Historical Knowledge and Understanding (The Australian Colonies)**

Reasons (economic, political and social) for the establishment of British colonies in Australia

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**Before transformation: Sample Year 5 task****What's possible?**

Use the fact sheet of information to help you to answer these questions

1. Students are provided with a fact sheet of information to help them answer these questions
2. What is a penal colony?
3. How many penal colonies did Britain set up in the 17<sup>th</sup> and 18<sup>th</sup> centuries?
4. Using an atlas, show these places on the map.
5. Why did Britain want to send its criminals to far-away places?
6. How did the transportation of convicts to the Australian colonies help Britain?



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**Transformed task: Getting the students doing the thinking**

Read the following story. Could this be a true story?

By the time John was nine years old; both his parents had died, leaving him an orphan. He had nobody to look after him and he began to live on the streets. One day he was caught stealing a shirt. In court, the judge found him guilty and announced his sentence. John was locked up in a prison ship. After three years he was loaded up, with many other prisoners onto another ship. The ship sailed for nearly six months, taking John to a country on the other side of the world. He was never allowed to return home.

Discuss these questions with your group.

1. Where in the world could this story have happened? What is the evidence for this in the story?
2. When could it have happened? Why do you think that?
3. Why could this have happened? Why else? Think of as many possible reasons as you can.
4. What other information do you need to know? How could you find out?

Answer the following

We could believe this story if.....

We couldn't believe this story if.....

As a group:

- Agree on as many of these statements as you can.
- Give reasons for your statements.
- Check your statements for accuracy using the sources provided.



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**Annotations: How has the task been changed?**

**Transformed task: Getting the students doing the thinking**

**What did the teacher do?**

**Why?**

Asked questions (such as ‘where **could** this have happened?’) with multiple possible solutions.

So students draw on their prior knowledge to hypothesise many different possibilities, identifying and testing criteria against the information given.

Presented a provocation and asked ‘what do you want to know?’ Then asked ‘how could you find out?’

So students identify the information they need to solve the problem and formulate their own guiding questions.

Gave a perplexing problem and didn’t give all of the information needed at once.

So students not only identify what information is required but also have to consider how new evidence would affect their thinking.

Asked students to solve a problem collaboratively.

So students use the different perspectives in their group to build rigor, justifying and analysing the probability and accuracy of each of their ideas and before reaching an evidence-based consensus.

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