

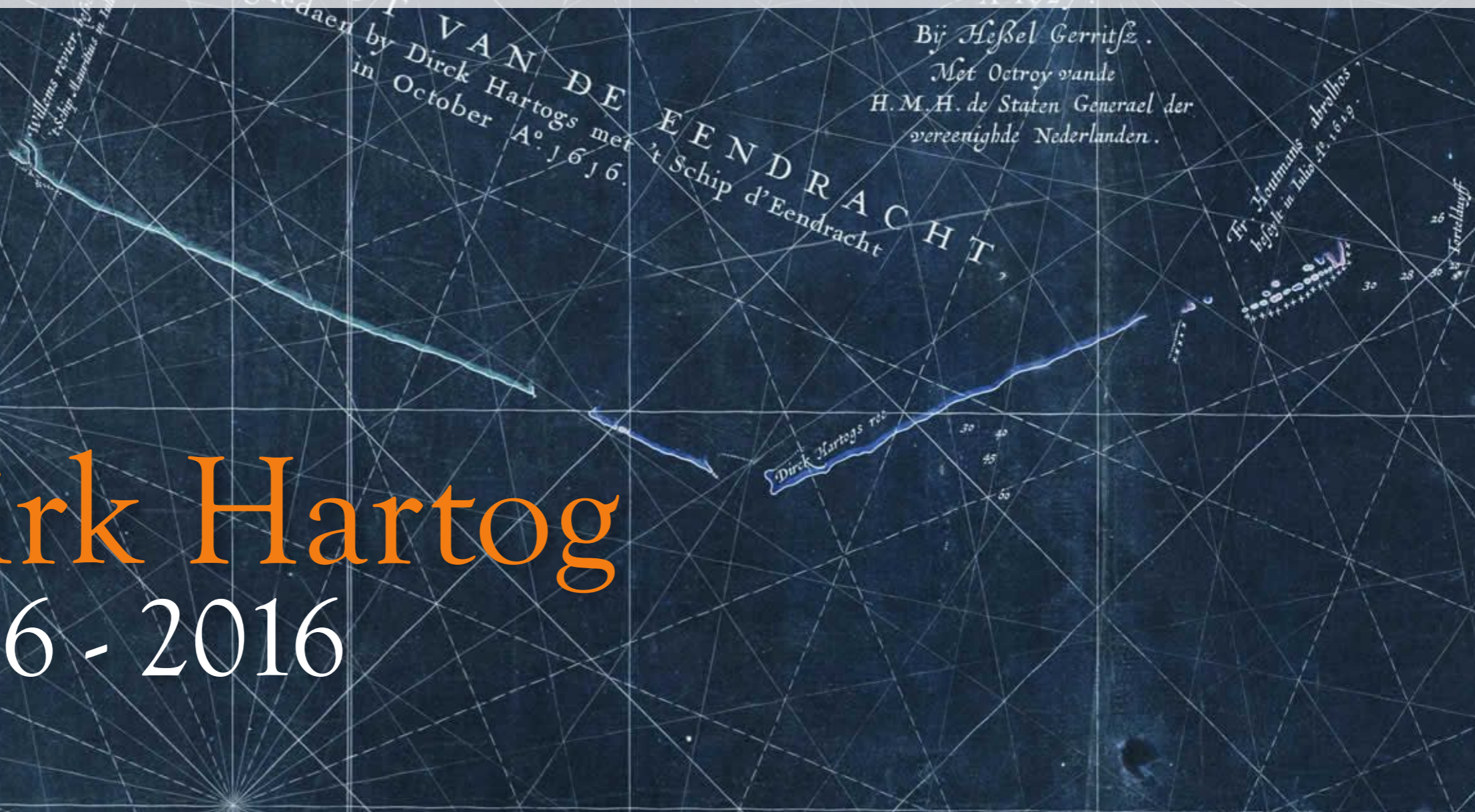


HTAWA
HISTORY TEACHERS' ASSOCIATION OF WESTERN AUSTRALIA

WESTERN AUSTRALIAN
MUSEUM

Caert van't Landt vand'Eendracht
uyt de Journalen ende affteykeningen
der Stierluyden tlamengestelt,
A^o 1627.

I. d' Edels



Dirk Hartog 1616 - 2016

YEAR 4 HISTORY: Curriculum links and Learning sequences

The resource was developed with support from the [Western Australian Government through Royalties for Regions](#), [HTAWA](#) and the [Western Australian Museum](#).

No Captain Cook did not discover Australia!



The historical significance of the Dutch nation to the history of Western Australia has long been recognised. From the early 1600s the coast of Western Australia was charted by the Dutch. The changing names by which the country was known, *Terra Australis Incognita* (Unknown South Land), 'Eendracht's Land (From the name of Dirk Hartog's ship), *Hollandia Nova* (New Holland), *Terra Australis* and *Australia* show evidence of the Dutch influence. To ignore this history which is full of adventure, wondrous discoveries, outrageous profit making, intriguing people, as well as tragedy, is to tell only half of the story of the early European interaction with the Southland.

The Kingdom of the Netherlands has developed a very useful website in recognition of this historical connection. Included in the [Dirkhartog2016](http://www.dirkhartog2016.nl) website are [Dirk junior](#) and [Dirk's Library](#), which will be especially useful for year 4 students.

<http://www.dirkhartog2016.nl>

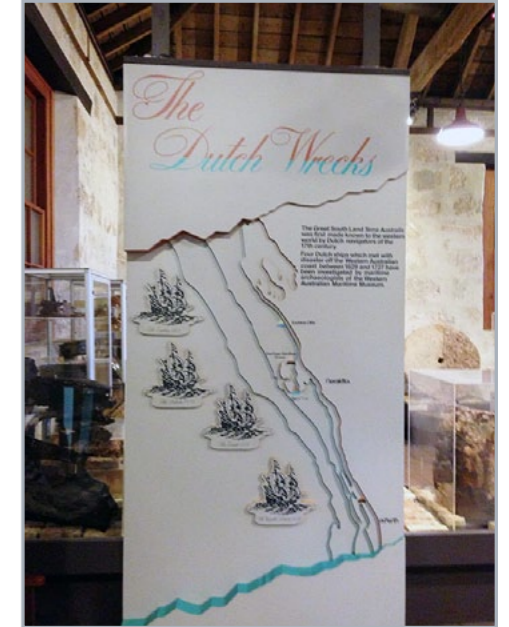
The Dirk Hartog Plate, the original and most significant primary source providing evidence that Hartog and his crew landed on Western Australian soil, is held in the Amsterdam Rijksmuseum. The Museum's website contains useful resources on the Dutch trade with the Spice Islands and early contact with Australia.

<https://www.rijksmuseum.nl/en/explore-the-collection/timeline-dutch-history>

The Shipwreck Galleries at the Western Australian Museum in Fremantle also holds an educational treasure trove of the Dutch heritage. If possible a visit to this Museum is recommended as part of this educational resource. Ideas to support the exploration of the Galleries have been incorporated into [Learning sequence 2](#).

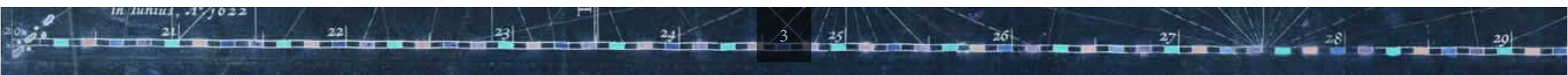
The learning sequences have been developed to cover historical knowledge, skills and concepts from the Australian Curriculum which are clearly outlined in the "Learning sequence" table to follow. Written to commemorate the 400 year anniversary of Dirk Hartog's landfall on the west coast of Australia in 2016, the resources link directly to the Australian Curriculum Achievement Standards which are current in Western Australia until the end of 2016. The resource also incorporates the School Curriculum and Standards Authority Western Australian curriculum, due to commence in 2017. Essential Historical knowledge and skills are included for both curricula, with the SCSA information provided in smaller print below the Australian Curriculum Historical knowledge and skills. However, it is important to use the historical skills and concepts clearly defined in the Australian Curriculum when teaching this discipline from 2017 onwards.

An annotated list of useful books and web links to support this resource can be found in [Useful References](#).



YEAR 4 HISTORY: DIRK HARTOG - Curriculum links and Learning sequences

	CURRICULUM LINKS				
Key concepts	Evidence Cause and effect Continuity and change Significance Perspective Empathy				
Key Inquiry Questions	Why did the great journeys of exploration occur?				
Historical Knowledge	<p>The journey(s) of AT LEAST ONE world navigator, explorer or trader up to the late eighteenth century, including their contacts with other societies and any impacts. (ACHHK078)</p> <p>The journey(s) of at least one world navigator, explorer or trader up to the late 18th century (e.g. Christopher Columbus, Vasco da Gama, Ferdinand Magellan), including their contacts and exchanges with societies in Africa, the Americas, Asia and Oceania, and the impact on one society (ACHHK078) SCSA</p>				
Historical skills	<p>Chronology, terms and concepts Sequence historical people and events. Use historical terms and concepts</p> <p>Identify current understanding of a topic (e.g. brainstorm, KWL chart)</p> <p>Interpret information and/or data collected (e.g. sequence events in chronological order).</p>	<p>Historical questions and research Identify questions to inform an historical inquiry Identify and locate a range of relevant sources</p> <p>Develop a range of focus questions to investigate</p> <p>Locate and collect information from a variety of sources (e.g. photographs, maps, books, interviews, internet)</p>	<p>Analysis and use of sources Locate information related to inquiry questions in a range of sources. Compare information from a range of sources</p> <p>Record selected information and/or data</p> <p>Develop criteria for selecting relevant information (e.g. accuracy, reliability, usefulness)</p> <p>identify patterns and trends, make connections between old and new information</p>	<p>Perspectives and interpretations Identify points of view in the past and present</p> <p>Identify different points of view/ perspectives in information and/ or data (e.g. distinguish fact from opinion, explore different stories on the same topic)</p>	<p>Explanation and communication Develop texts, particularly narratives and descriptions, which incorporate source materials. Use a range of communication forms (oral, graphic, written) and digital technologies</p> <p>Draw conclusions and give explanations, based on the information</p> <p>Present findings and conclusions in a range of communication forms appropriate to audience and purpose, using relevant terms.</p> <p>Develop texts, including narratives and biographies, that use researched facts, events and experiences</p> <p>Reflect on learning, identify new understandings and act on findings in different ways</p>



<p>Achievement standard (Current 2016)</p>	<p>By the end of Year 4, students explain how and why life changed in the past, and identify aspects of the past that remained the same. They describe the experiences of an individual or group over time. They recognise the significance of events in bringing about change.</p> <p>Students sequence events and people (their lifetime) in chronological order to identify key dates. They pose a range of questions about the past. They identify sources (written, physical, visual, oral), and locate information to answer these questions. They recognise different points of view. Students develop and present texts, including narratives, using historical terms. (Australian Curriculum v7.5. SCSA Achievement standards had not been published at the time of writing)</p>
<p>Teaching and learning sequences</p>	<p>Summary of learning sequences</p> <p>This series of learning sequences is based on the Australian Curriculum History and also conforms to the School Curriculum and Standards Authority P-10 Curriculum due to be implemented in 2017. The lesson sets are sequenced to assist the students through the stages of an extended historical inquiry. The references to the curriculum actually use both resources as the Australian Curriculum provides more detailed Historical skills to support teaching and planning and can be used in conjunction with the Western Australian curriculum</p> <p>The lessons are focused on ONE Dutch explorer, Dirk Hartog, whose significance to Western Australian History will be discovered through a series of research and skills tasks. There is a clear focus here on the Achievement standard “the significance of events in bringing about change”. The role of the Dutch in Western Australia’s history is explicitly emphasised, so an alternative title to this resource could be: No, Captain Cook did not discover Australia! As 400 years ago on the 25 October 1616, it is believed the first European to stand on Western Australian soil was the Dutchman, Dirk Hartog, who left a pewter plate to record his visit.</p> <p>This resource incorporates the important skills of historical sequencing and using historical terms, and is based on the stages of an historical inquiry. These follow the skills in the Achievement standard: pose a range of questions (within the historical context), identify sources and locate information to answer questions, develop and present texts from their research.</p> <p>Learning sequences 1, 2 and 3 focus on contextualising Dirk Hartog’s landfall in 1616, using primary and secondary sources, maps, narrative and Visible Thinking routines to motivate the children to ask questions about the Dutch traders. Learning sequences 4 and 5 support the research, presentation and reflection stages of an inquiry. Learning sequences 1 to 3 can be used as discrete lessons to develop historical knowledge and skills.</p> <p>Learning sequence 1 Dutch traders and Australia</p> <p>Learning sequence 2 The Hartog Plate and all that evidence</p> <p>Learning sequence 3 Fortuyn’s Ghost - Dutch ships in the 1600s and 1700s</p> <p>Learning sequence 4 Discovering Australia</p> <p>Learning sequence 5 Sharing your discoveries</p>

