

## FBLEP Mapped to the Western Australian Curriculum Year 5 Humanities And Social Sciences (HASS) and English Cross Curriculum Overview Roles, Responsibilities and Participation / The Australian Colonies

HUMANITIES AND SOCIAL SCIENCES (HASS) LEARNING AREA			
HASS Learning Area	Knowledge and Understanding + Skills	Brief Content Overview	Assessment
<b>Civics and Citizenship</b>	<ul style="list-style-type: none"> <li>• Civics and Citizenship Knowledge and Understanding</li> <li>• Humanities and Social Sciences Skills</li> </ul>	<ul style="list-style-type: none"> <li>• FBLEP online pre-visit resource</li> <li>• FBLEP Tour</li> <li>• FBLEP online post-visit resource</li> </ul>	<ul style="list-style-type: none"> <li>• Research Assessment Task – the role of a person in the Australian legal system</li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>• Historical Knowledge and Understanding</li> <li>• Humanities and Social Sciences Skills</li> </ul>	<ul style="list-style-type: none"> <li>• FBLEP online pre-visit resource</li> <li>- Research Investigation</li> <li>- Monitored Internet research</li> <li>• FBLEP tour</li> <li>• FBLEP online post-visit resource</li> </ul>	<ul style="list-style-type: none"> <li>• Digital annotated timeline</li> <li>• Historical narrative</li> <li>- Oral presentation</li> </ul>

ENGLISH LEARNING AREA				
Learning Area	Strands	Brief Content Overview	Assessment	General Capabilities
<b>English</b>	<ul style="list-style-type: none"> <li>• Language</li> <li>• Literacy</li> <li>• Literature</li> </ul>	<ul style="list-style-type: none"> <li>• FBLEP online pre-visit resource</li> <li>• FBLEP Tour</li> <li>• FBLEP online post-visit resource</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>• Imaginative Piece</li> <li>• Multimodal report</li> <li>• Oral presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy</li> <li>• Numeracy</li> <li>• Information and communication technology (ICT) capability</li> <li>• Critical and creative thinking</li> <li>• Personal and social capability</li> <li>• Ethical understanding</li> <li>• Intercultural understanding</li> </ul>

# FBLEP Mapped to the Western Australian Year 5 Humanities and Social Sciences Curriculum

## Civics and Citizenship: Roles, Responsibilities and Participation

Students continue to build on their understanding of the *concepts of democratic values, justice and rights and responsibilities* as they further develop their understanding of laws, including how they are enforced and how they affect the lives of citizens. Students are introduced to the concept of the Westminster system as they explore the key features of Australia's electoral process. (WAC Civics & Citizenship)

### Civics and Citizenship Knowledge and Understanding Strand

The key values that underpin Australia's democracy, including freedom, equality, fairness and justice ([ACHCK022](#))

FBLEP online pre-visit resource: POINTS TO THINK ABOUT BEFORE YOUR VISIT TO THE FBLEP

FBLEP Tour: Empty Court activity, Mock Trial – Captain Hook or Jamie Brown, Museum Activity, Parkhurst Apprenticeship Scheme activity

FBLEP online post-visit resource: POINTS TO THINK ABOUT AFTER YOUR VISIT TO THE FBLEP

How regulations and laws affect the lives of citizens (e.g. the different types of laws, how laws protect human rights) ([ACHCK025](#))

FBLEP online pre-visit resource: RESEARCH ACTIVITY: THE PARKHURST APPRENTICESHIP SCHEME, POINTS TO THINK ABOUT BEFORE YOUR VISIT TO THE FBLEP

FBLEP Tour: Empty Court activity, Mock Trial – Captain Hook or Jamie Brown, Museum Activity, Parkhurst Apprenticeship Scheme activity

FBLEP online post-visit resource: POINTS TO THINK ABOUT AFTER YOUR VISIT TO THE FBLEP, DISCUSSION POINTS

The roles and responsibilities of key personnel in law enforcement (e.g. customs officials, police) and in the legal system (e.g. lawyers, judges) ([ACHCK026](#))

FBLEP Tour: Empty Court activity, Mock Trial – Captain Hook or Jamie Brown

FBLEP online post-visit resource: POINTS TO THINK ABOUT AFTER YOUR VISIT TO THE FBLEP, COURT PERSONNEL CHALLENGE, APPENDIX 2 RESEARCH ASSESSMENT TASK YEAR 5 PRESENTATION

Why people work in groups to achieve their aims and functions, and exercise influence, such as volunteers who work in community groups (e.g. rural fire services, emergency services, youth groups) ([ACHCK027](#))

FBLEP Tour: Empty Court activity, Mock Trial – Captain Hook or Jamie Brown (*The role of jurors*)

FBLEP online post-visit resource: POINTS TO THINK ABOUT AFTER YOUR VISIT TO THE FBLEP, COURT PERSONNEL CHALLENGE

## Humanities and Social Sciences Skills Strand

### QUESTIONING AND RESEARCHING

FBLEP online pre-visit resource: POINTS TO THINK ABOUT BEFORE YOUR VISIT TO THE FBLEP, RESEARCH ACTIVITY: THE PARKHURST APPRENTICESHIP SCHEME

FBLEP Tour: Mock Trial – Captain Hook or Jamie Brown, Museum Activity, Parkhurst Apprenticeship Scheme activity

FBLEP online post-visit resource: POINTS TO THINK ABOUT AFTER YOUR VISIT TO THE FBLEP

### ANALYSING

FBLEP online pre-visit resource: RESEARCH ACTIVITY: THE PARKHURST APPRENTICESHIP SCHEME

FBLEP Tour: Mock Trial – Captain Hook or Jamie Brown, Museum Activity, Parkhurst Apprenticeship Scheme activity

FBLEP online post-visit resource: DISCUSSION POINTS

### EVALUATING

FBLEP online pre-visit resource: POINTS TO THINK ABOUT BEFORE YOUR VISIT TO THE FBLEP, RESEARCH ACTIVITY: THE PARKHURST APPRENTICESHIP SCHEME

FBLEP Tour: Mock Trial – Captain Hook or Jamie Brown, Museum Activity, Parkhurst Apprenticeship Scheme activity

FBLEP online post-visit resource: POINTS TO THINK ABOUT AFTER YOUR VISIT TO THE FBLEP, DISCUSSION POINTS

### COMMUNICATING AND REFLECTING

FBLEP online pre-visit resource: RESEARCH ACTIVITY: THE PARKHURST APPRENTICESHIP SCHEME

FBLEP Tour: Mock Trial – Captain Hook or Jamie Brown, Museum Activity, Parkhurst Apprenticeship Scheme activity

FBLEP online post-visit resource: POINTS TO THINK ABOUT AFTER YOUR VISIT TO THE FBLEP, DISCUSSION POINTS, COURT PERSONNEL CHALLENGE, APPENDIX 2 RESEARCH ASSESSMENT TASK YEAR 5 PRESENTATION

## History: The Australian Colonies

Students are given the opportunity to develop their historical understanding through the **key concepts of sources, continuity and change, cause and effect, perspectives, empathy and significance**. These concepts are investigated within the historical context of colonial Australia in the 1800s and the significant events and people who shaped the political and social structures at that time are considered. (WAC History)

## Historical Knowledge and Understanding Strand

The patterns of colonial development and settlement (e.g. geographical features, climate, water resources, transport, discovery of gold) and how this impacted upon the environment (e.g. introduced species) and the daily lives of the different inhabitants (e.g. convicts, free settlers, Aboriginal and Torres Strait Islander Peoples) ([ACHHK094](#))

FBLEP online pre-visit resource: POINTS TO THINK ABOUT BEFORE YOUR VISIT TO THE FBLEP

FBLEP Tour: Parkhurst Apprenticeship Scheme activity

FBLEP online post-visit resource: POINTS TO THINK ABOUT AFTER YOUR VISIT TO THE FBLEP, DISCUSSION POINTS, DIGITAL TIMELINE, APPENDIX 1 PARKHURST APPRENTICESHIP SCHEME TASK YEAR 5 PRESENTATION

The economic, social and political impact of **one** significant development or event on a colony and the potential outcomes created by 'what if...?' scenarios (e.g. frontier conflict; the gold rushes; the Eureka Stockade; the Pinjarra Massacre; the advent of rail; the expansion of farming; drought) ([ACHHK095](#))

FBLEP Tour: Museum Activity, Parkhurst Apprenticeship Scheme activity

FBLEP online post-visit resource: POINTS TO THINK ABOUT AFTER YOUR VISIT TO THE FBLEP, DISCUSSION POINTS, DIGITAL TIMELINE, APPENDIX 1 PARKHURST APPRENTICESHIP SCHEME TASK YEAR 5 PRESENTATION

The contribution or significance of **one** individual or group in shaping the Swan River Colony, including their motivations and actions (e.g. groups such as explorers, farmers, pastoralists, convicts or individuals such as James Stirling, John Septimus Roe, Thomas Peel) ([ACHHK097](#))

FBLEP online pre-visit resource: RESEARCH ACTIVITY: THE PARKHURST APPRENTICESHIP SCHEME

FBLEP Tour: Museum Activity, Parkhurst Apprenticeship Sc DIGITAL TIMELINEheme activity

FBLEP online post-visit resource: DISCUSSION POINTS, APPENDIX 1 PARKHURST APPRENTICESHIP SCHEME TASK YEAR 5 PRESENTATION

## Humanities and Social Sciences Skills Strand

### QUESTIONING AND RESEARCHING

FBLEP online pre-visit resource: RESEARCH ACTIVITY: THE OLD COURT HOUSE, RESEARCH ACTIVITY: THE PARKHURST APPRENTICESHIP SCHEME, POINTS TO THINK ABOUT BEFORE YOUR VISIT TO THE FBLEP

FBLEP Tour: Museum Activity, Parkhurst Apprenticeship Scheme activity

FBLEP online post-visit resource: DIGITAL TIMELINE, APPENDIX 1 PARKHURST APPRENTICESHIP SCHEME TASK YEAR 5 PRESENTATION

## ANALYSING

FBLEP online pre-visit resource:

FBLEP Tour: Museum Activity, Parkhurst Apprenticeship Scheme activity

FBLEP online post-visit resource: APPENDIX 1 PARKHURST APPRENTICESHIP SCHEME TASK YEAR 5 PRESENTATION

## EVALUATING

FBLEP online pre-visit resource:

FBLEP Tour: Museum Activity, Parkhurst Apprenticeship Scheme activity

FBLEP online post-visit resource: POINTS TO THINK ABOUT AFTER YOUR VISIT TO THE FBLEP, APPENDIX 1 PARKHURST APPRENTICESHIP SCHEME TASK YEAR 5 PRESENTATION

## COMMUNICATING AND REFLECTING

FBLEP online pre-visit resource: RESEARCH ACTIVITY: THE PARKHURST APPRENTICESHIP SCHEME, POINTS TO THINK ABOUT BEFORE YOUR VISIT TO THE FBLEP

FBLEP Tour: Empty Court activity, Mock Trial – Captain Hook or Jamie Brown, Museum Activity, Parkhurst Apprenticeship Scheme activity

FBLEP online post-visit resource: POINTS TO THINK ABOUT AFTER YOUR VISIT TO THE FBLEP, DISCUSSION POINTS, DIGITAL TIMELINE, APPENDIX 1 PARKHURST APPRENTICESHIP SCHEME TASK YEAR 5 PRESENTATION

<b>Resources &amp; ideas used to cover the content and associated activities in scheduled weeks</b>	<b>Content to be covered and examples of how that content could be covered using the resources listed.</b>	<b>Assessment tasks developed to assess students' knowledge of content and achievement of outcomes</b>
Weeks 1-3 <ul style="list-style-type: none"><li>• FBLEP student and teacher online pre-visit resource</li><li>• Research Investigation</li><li>• Monitored Internet research</li><li>• Parkhurst Apprenticeship Scheme research</li><li>• The Old Court House: A Brief</li></ul>	The key values that underpin Australia's democracy, including freedom, equality, fairness and justice (ACHCK022)  How regulations and laws affect the lives of citizens (e.g. the different types of laws, how laws protect human rights) (ACHCK025)  The roles and responsibilities of key personnel in law enforcement (e.g. customs officials, police) and in the legal system (e.g. lawyers, judges)	<ul style="list-style-type: none"><li>• Research exercises</li><li>• Comprehension exercises</li></ul>

History booklet • Comprehension	(ACHCK026)	
Week 4 • FBLEP Tour 2hrs 15mins: Parkhurst Apprenticeship Scheme Activity + Mock Trial: Captain Hook or Jamie Brown	Why people work in groups to achieve their aims and functions, and exercise influence, such as volunteers who work in community groups (e.g. rural fire services, emergency services, youth groups) (ACHCK027)  The patterns of colonial development and settlement (e.g. geographical features, climate, water resources, transport, discovery of gold) and how this impacted upon the environment (e.g. introduced species) and the daily lives of the different inhabitants (e.g. convicts, free settlers, Aboriginal and Torres Strait Islander Peoples) (ACHHK094)	
Weeks 5-6 • How to create a digital annotated timeline		• Digital annotated timeline
Weeks 7-9 • FBLEP student and teacher online post-visit resource • Creating a historical narrative • Oral presentations in history • Creating a digital annotated timeline	The economic, social and political impact of <b>one</b> significant development or event on a colony and the potential outcomes created by 'what if...?' scenarios (e.g. frontier conflict; the gold rushes; the Eureka Stockade; the Pinjarra Massacre; the advent of rail; the expansion of farming; drought) (ACHHK095)  The contribution or significance of <b>one</b> individual or group in shaping the Swan River Colony, including their motivations and actions (e.g. groups such as explorers, farmers, pastoralists, convicts or individuals such as James Stirling, John Septimus Roe, Thomas Peel) (ACHHK097)	• Historical narrative – post visit activity • Oral presentation

## FBLEP Mapped to the Western Australian Year 5 English Curriculum Roles, Responsibilities and Participation / The Australian Colonies

### English Strands

#### Language

##### *Language for interaction*

- Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships. (ACELA 1501)

FBLEP online pre-visit resource: [LANGUAGE OF THE LAW](#)

FBLEP Tour: Mock Trial – Captain Hook or Jamie Brown

FBLEP online post-visit resource: [LANGUAGE ACTIVITY](#)

### *Expressing and developing ideas*

- Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts. (ACELA 1512)

FBLEP online pre-visit resource: [LANGUAGE OF THE LAW](#)

FBLEP Tour: Mock Trial – Captain Hook or Jamie Brown

FBLEP online post-visit resource: [LANGUAGE ACTIVITY, APPENDIX 1 PARKHURST APPRENTICESHIP SCHEME TASK YEAR 5 PRESENTATION](#)

## **Literature**

### *Examining Literature*

- Recognise that ideas in literary texts can be conveyed from different viewpoints which can lead to different kinds of interpretations and responses. (ACELT 1610)

FBLEP online post-visit resource: [APPENDIX 1 PARKHURST APPRENTICESHIP SCHEME TASK YEAR 5 PRESENTATION](#)

### *Creating Literature*

- Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced. (ACELT 1612)
- Create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798)

FBLEP online post-visit resource: [APPENDIX 1 PARKHURST APPRENTICESHIP SCHEME TASK YEAR 5 PRESENTATION](#)

## **Literacy**

### *Texts in context*

- Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context. (ACELY1698)

FBLEP online pre-visit resource: [LANGUAGE OF THE LAW](#)

FBLEP Tour: Mock Trial – Captain Hook or Jamie Brown

FBLEP online post-visit resource: [LANGUAGE ACTIVITY, APPENDIX 1 PARKHURST APPRENTICESHIP SCHEME TASK YEAR 5 PRESENTATION](#)

### *Interacting with others*

- Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students own experiences and present and justify a point of view. (ACELY1699)

- Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements. (ACELY1700)

FBLEP Tour: Mock Trial – Captain Hook or Jamie Brown

FBLEP online post-visit resource: APPENDIX 1 PARKHURST APPRENTICESHIP SCHEME TASK YEAR 5 PRESENTATION

*Interpreting, analysing, evaluating*

- Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text. (ACELY1701)
- Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning. (ACELY1702)
- Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources. (ACELY1703)

FBLEP online post-visit resource: APPENDIX 1 PARKHURST APPRENTICESHIP SCHEME TASK YEAR 5 PRESENTATION

*Creating texts*

- Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience. (ACELY1704)

FBLEP online post-visit resource: DIGITAL TIMELINE, APPENDIX 1 PARKHURST APPRENTICESHIP SCHEME TASK YEAR 5 PRESENTATION

<b>Resources &amp; ideas used to cover the content and associated activities in scheduled weeks</b>	<b>Content to be covered and examples of how that content could be covered using the texts listed.</b>	<b>Assessment tasks developed to assess students' knowledge of content and achievement of outcomes/Week task is due</b>
Weeks 1-3 Short stories: Any selection including <i>Peter Pan</i>  Text Study Identify the features of an imaginative piece.	<p><i>Literature and context</i></p> <ul style="list-style-type: none"> <li>Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts. (ACELT 1608)</li> <li>Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others. (ACELT 1609)</li> </ul> <p><i>Examining Literature</i></p> <ul style="list-style-type: none"> <li>Recognise that ideas in literary texts can be conveyed from different viewpoints which can lead to different kinds of interpretations and responses. (ACELT 1610)</li> </ul> <p><i>Texts in context</i></p> <ul style="list-style-type: none"> <li>Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context. (ACELY1698)</li> </ul> <p><i>Interpreting, analysing, evaluating</i></p> <ul style="list-style-type: none"> <li>Navigate and read texts for specific purposes applying appropriate text processing</li> </ul>	Comprehension exercises – due week 3



	<p>strategies, for example predicting and confirming, monitoring meaning, skimming and scanning. (ACELY1702)</p> <ul style="list-style-type: none"> <li>Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources. (ACELY1703)</li> </ul>	
<p>Week 4</p> <p>Write an imaginative piece following the format of one of the short stories studied OR</p> <p>Create a report that outlines the possible criminal offences Captain Hook might be charged with if he lived in WA.</p>	<p><i>Creating Literature</i></p> <ul style="list-style-type: none"> <li>Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced. (ACELT 1612)</li> <li>Create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798)</li> </ul> <p><i>Interpreting, analysing, evaluating</i></p> <ul style="list-style-type: none"> <li>Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text. (ACELY1701)</li> </ul>	<p>Imaginative Piece – due week 5</p>
<p>Week 5</p> <ul style="list-style-type: none"> <li>FBLEP Tour 2hrs 15mins: Parkhurst Apprenticeship Scheme Activity + Mock Trial: Captain Hook or Jamie Brown</li> <li>FBLEP online student and teacher post-visit resource</li> </ul>	<p><i>Listening/Speaking/Viewing</i></p> <p><i>Language for interaction</i></p> <ul style="list-style-type: none"> <li>Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships. (ACELA 1501)</li> </ul> <p><i>Text structure and organisation</i></p> <ul style="list-style-type: none"> <li>Understand how texts vary in purpose structure and topic as well as the degree of formality. (ACELA 1504)</li> </ul> <p><i>Expressing and developing ideas</i></p> <ul style="list-style-type: none"> <li>Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts. (ACELA 1512)</li> </ul> <p><i>Texts in context</i></p> <ul style="list-style-type: none"> <li>Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context. (ACELY1698)</li> </ul> <p><i>Interacting with others</i></p> <ul style="list-style-type: none"> <li>Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students own experiences and present and justify a point of view. (ACELY1699)</li> </ul> <p><i>Interpreting, analysing, evaluating</i></p> <ul style="list-style-type: none"> <li>Navigate and read texts for specific purposes applying appropriate text processing</li> </ul>	

	<p>strategies, for example predicting and confirming, monitoring meaning, skimming and scanning. (ACELY1702)</p> <ul style="list-style-type: none"> <li>Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources. (ACELY1703)</li> </ul>	
<p>Week 6-7</p> <ul style="list-style-type: none"> <li>Examples of multimodal reports</li> <li>Instructions on multimodal report writing</li> <li>Create a multimodal report that can include all the work done for the unit. This could be a website, movie, role-play, mock trial, television news interviews, or interactive web-based games. The report could also include an imaginative piece, an informative piece, a narrative, a discussion or a comparative piece.</li> </ul>	<p><i>Creating Literature</i></p> <ul style="list-style-type: none"> <li>Create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798)</li> </ul> <p><i>Creating Texts</i></p> <ul style="list-style-type: none"> <li>Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience. (ACELY1704)</li> </ul>	Multimodal Report – due week 8
<p>Week 8-9</p> <ul style="list-style-type: none"> <li>How to do an Oral Presentation</li> </ul> <p>Students are to present their multimodal report to the class.</p>	<p><i>Text structure and organisation</i></p> <ul style="list-style-type: none"> <li>Understand how texts vary in purpose structure and topic as well as the degree of formality. (ACELA 1504)</li> </ul> <p><i>Interacting with others</i></p> <ul style="list-style-type: none"> <li>Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements. (ACELY1700)</li> </ul>	Oral Presentation – completed during weeks 8-9



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