

OVERVIEW



St Helena Stories

Year 5 Program

St Helena Stories is a day program that uses story as a medium for engaging students in historical events and places. The program, conducted on St Helena Island National Park, departs from and returns to Manly.

Prior to the program, students are introduced to a biography of three authentic prisoners. They use these historic sources to explore what life was like for different people during the colonial period. These stories come to life on the island, as students are immersed in a theatre-in-education experience, allowing an understanding of society and points of view in the past to be developed.

On St Helena Island, students actively engage in making observations, investigating heritage structures and interpreting sources for evidence of the past. Students sequence changes from Indigenous use of the land to prison settlement, viewing the ways people managed this place and how human actions influenced this environment. They interrogate societal attitudes and how this influenced the lives of the men incarcerated in the prison.

The prisoner stories serve as a powerful stimulus for students to write a personal account or biography of a settler or prisoner.

Curriculum Intent

Humanities and Social Sciences

Inquiry and Skills

Researching

- Locate and collect relevant information and data from primary sources and secondary sources ([ACHASSI095](#))
- Organise and represent data in a range of formats including tables, graphs and large and small scale maps, using discipline-appropriate conventions ([ACHASSI096](#))
- Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines ([ACHASSI097](#))

Analysing

- Examine primary and secondary sources to determine their origin and purpose ([ACHASSI098](#))

Evaluating and Reflecting

- Work in groups to generate responses to issues and challenges ([ACHASSI102](#))

Knowledge and Understanding

History

- Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800 ([ACHASSK106](#))
- The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed ([ACHASSK107](#))
- The role that a significant individual or group played in shaping a colony ([ACHASSK110](#))

Geography

- The environmental and human influences on the location and characteristics of a place and the management of spaces within them ([ACHASSK113](#))



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General Capabilities

Critical and creative thinking

- Inquiring-identifying, exploring and organising information and ideas

Personal and social capability

- Self-management

Ethical understanding

- Understanding ethical concepts and issues

Literacy

- *Comprehending texts through listening, reading and viewing*

Cross curriculum Priorities

Aboriginal and Torres Strait Islander histories and cultures

- Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place throughout all of Australia
- Aboriginal and Torres Strait Islander Peoples have lived in Australia for tens of thousands of years and experiences can be viewed through historical, social and political lenses

C2C: HASS Unit 3 'Communities in Colonial Australia (1800's)'

*A Curriculum Activity Risk Assessment is available on request.



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