

Navigators and Traders Learning Hub

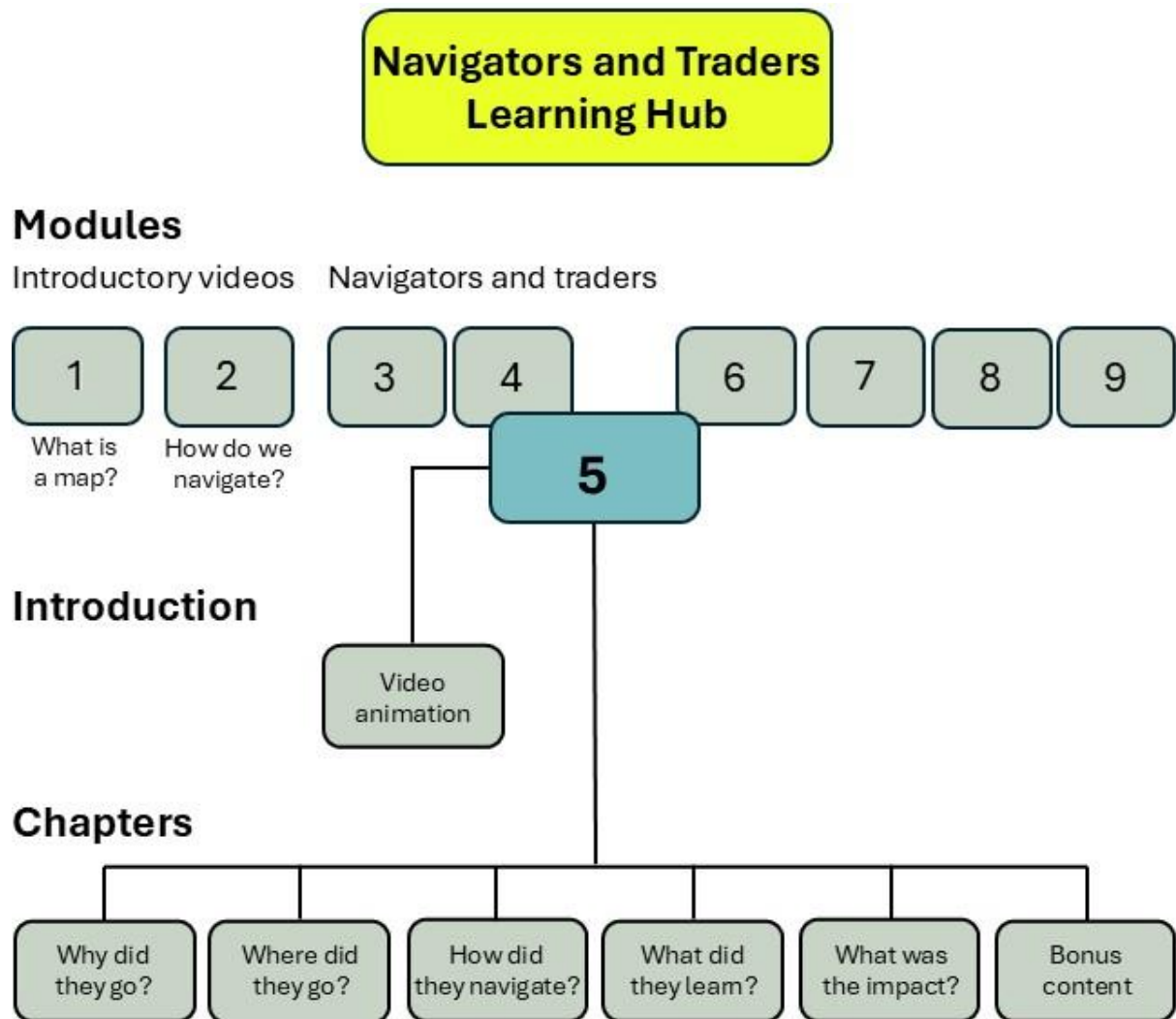
Teacher Guide

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Learning Hub Structure

The *Navigators and Traders Learning Hub* has a series of modules and chapters to guide you through your learning experience. This diagram shows the structure of the hub:



Modules

There are 9 modules in the hub. These are:

1. What is a map?
2. How do we navigate?
3. Songlines (*coming soon*)
4. Macassan traders (*coming soon*)
5. Willem Janszoon (*coming soon*)
6. Dirk Hartog (*coming soon*)
7. Abel Tasman (*coming soon*)
8. James Cook (*coming soon*)
9. Matthew Flinders and Bungaree

The first two modules are introductions about maps and types of navigation. We recommend your students watch these two videos before using the other modules. This will help them to develop and understand key vocabulary. The remaining 7 modules focus on a specific topic about trade or a significant voyage.

The modules are arranged in chronological order so we recommend that you work through them in the order they are presented. This is because each module references other navigators. However, each module is self-contained, so you can focus on one you are interested in or one that is more relevant to where you live.

Chapters

Each module is divided into six chapters. These are:

1. Why did they go?
2. Where did they go?
3. How did they navigate?
4. What did they learn?
5. What was the impact of the voyage?
6. Bonus content

The chapters contain a video animation, an interactive map, illustrations, maps and objects from the Museum's collection, and some suggested classroom activities.

We recommend students watch the animated video in the opening of each module, and teachers can select activities and chapters from each module that are of most interest and relevance to their students.

In each chapter, there is background information for teachers, as well as suggested activities for students to complete as a class, or individually. Answers are provided where relevant.

Activity icons

You will see these icons throughout the hub that indicate the nature of an activity.

						
Key inquiry question	Task	Did you know?	Definition	Write	Discuss	Source analysis

Key vocabulary

The following Tier 2 and 3 vocabulary is covered across the modules:

Traders, navigators, Macassan, trepangers, interaction, cultural exchange, voyage, journey, global, uncharted, expedition, significant, wayfinding, celestial navigation, *Terra Australis*, Great Southern Land, cartographer, Gadigal people, accompanied, circumnavigate, accuracy, precision, instrument, calculate, determine, astrolabe, chronometer, latitude, longitude, sextant, compass, charts

NESA syllabus links

NESA Human Society and its Environment (HSIE) K-6 (2024)

The modules address the following knowledge, understanding and skills.

Focus areas and outcomes	Content groups	Content points
History uses sources to construct narratives of the past HS2-ACH-01 describes Aboriginal Peoples' obligations to Country, Culture and Community HS2-HIS-01	Aboriginal Peoples have the oldest living continuous Cultures in the world	Examine how Aboriginal Peoples have engaged in Cultural exchange and trade across NSW
		Investigate the interactions of individual Aboriginal People with traders and navigators from outside Australia
	People have used navigation to connect with other places and people	Compare journeys and reasons for significant voyages of global navigation

explains how people lived in the past, how navigation connected the world, and what life was like in the Sydney Cove penal settlement, using sources as evidence		Describe how Willem Janszoon, Dirk Hartog, Abel Tasman, Macassan traders and Lieutenant James Cook connected the Great Southern Land or <i>Terra Australis</i> to the world using maps and images as sources of evidence
		Represent the journey of Bungaree and Matthew Flinders to circumnavigate Australia using maps and images as sources of evidence
		Explain how the development of navigational instruments influenced global navigation using Tier 2 and Tier 3 vocabulary
	Connecting ideas in written texts supports understanding of the past	Sequence ideas about the past and include elaborated details, consistent tense and connectives to create cohesion
		Use a range of connectives to create compound and complex sentences to signal the cause and effect of a past event and compare and elaborate on ideas
		Use information from sources to create compound and complex sentences describing life in the past
		Refer to evidence when describing <i>who, what, when, where</i> and explaining <i>why</i>

Australian Curriculum V9 links

Humanities and Social Science (HASS) F-6, Year 4

The modules address the following content descriptions under Knowledge and Understanding.

The general capabilities and the cross-curriculum priority, Aboriginal and Torres Strait Islander Histories and Cultures, are addressed across the modules.

Content description	Elaboration
The diversity of First Nations Australians, their social organisation and their continuous connection to Country/Place (AC9HS4K01)	Exploring the connection of First Nations Australians to the land and water and how they manage these resources
	Recognising that First Nations Australians include two distinct cultural groups – Aboriginal Peoples and Torres Strait Islander Peoples – and there is considerable diversity within these groups

	Investigating the diversity and significance of trade and exchange of ideas to First Nations Australians, including with groups outside Australia such as the Macassans
The causes of the establishment of the first British colony in Australia in 1788 (AC9HS4K02)	Examining the journeys of one or more explorers who sailed parts of the route to Australia, such as Vasco da Gama and Ferdinand Magellan, using navigation maps to reconstruct their journeys, in order to investigate how exploration and knowledge of routes allowed for the later feasible settlement of Australia
	Examining journeys of the Australian coastline of one or more explorers (for example, Dirk Hartog, Abel Tasman, James Cook, Comte de la Perouse, Willem Jansz) using navigation maps to reconstruct their journeys, in order to investigate the possibility of countries settling Australia to expand their empires
	Describing the journeys of James Cook, and that of Joseph Banks, and their role in the establishment of a British colony in Australia, including reference to Cook's "secret instructions"
The effects of contact with other people on First Nations Australians and their Countries/Places following the arrival of the First Fleet and how this was viewed by First Nations Australians as an invasion (AC9HS4K04)	investigating contact between First Nations Australians and people from different continents (Asia and Europe) before 1788; for example, the repulsion of the Dutch at Cape Keerweer in 1606, trade, sharing of ideas and technologies
	Exploring early contact of First Nations Australians with the British, including individuals such as Pemulwuy, Windradyne and Bennelong, and considering the differing perspectives of the interactions between Europeans and First Nations Australians, and how interactions could be interpreted as negative for one group and positive for the other
	Examining paintings and accounts by individuals involved in exploration and colonisation to explore the impact that British colonisation had on the lives of First Nations Australians; for example, dispossession, dislocation and the loss of lives through frontier conflict, disease, and loss of food sources and medicines, the embrace of some colonial technologies, the practice of colonial religion, and intermarriage between colonists and Australian First Nations Peoples