

YEAR 5: The Australian Colonies OLD FARM STRAWBERRY HILL

OVERVIEW OF PROGRAM – source ACARA Australian Curriculum: History v.4

Using **Old Farm Strawberry Hill (OFSH), Albany** as an example, students will study colonial Australia in the 1800s.

They look at the founding of British colonies and the development of a colony.

They learn about what life was like for different groups of people in the colonial period.

They examine significant events and people, political and economic developments, social structures, and settlement patterns.

The content provides opportunities to develop historical understanding through key concepts including **sources, continuity and change, cause and effect, perspectives, empathy and significance**. These concepts will be investigated within the historical context of **Old Farm Strawberry Hill (OFSH)** to provide a focus for historical inquiries.

The two strands of Historical Skills and Historical Knowledge and Understanding are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to the place. The order and detail in which they are taught are programming decisions.

Students will use the following **KEY INQUIRY QUESTIONS** to discover:

- What do we know about the lives of people in Australia's colonial past and how do we know?
- How did an Australian colony develop over time and why?
- How did colonial settlement change the environment?
- What were the significant events and who were the significant people that shaped Australian colonies?

This program allows students to develop historical skills through key concepts appropriate to their age and ability.

Historical Skills:

Sequence historical people and events using timelines

Use historical terms and concepts of the period

Identify questions to inform an historical Inquiry and develop key questions about their local region

Identify and locate a range of relevant sources from the world wide web and local sources

Locate information related to inquiry questions in a range of primary and secondary sources

Compare information from a range of sources

Identify points of view in the past and present

Develop historical texts, particularly narratives and descriptions, which incorporate source material

Use a range of communication forms (oral, graphic, written) and digital technologies to present to audiences

Each section of this program notes the relevant General capabilities (GC), Cross-curriculum priorities (CCP) and Links to other learning areas (OLA)

Historical Knowledge and Understanding	Local Context <i>This site lends itself to historical inquiry re:</i>	Student Activities <i>including pre and post visit</i>	General Capabilities (GC) Cross Curricula Priorities (CCP) Other Learning Areas (OLA)	Research and Resources <i>For pre and post visit activities</i>
Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800. (ACHHK093)	Background to British Colonial expansion	<p><i>Pre visit research and activities –</i></p> <ul style="list-style-type: none"> • Research sources to identify and discuss reasons relating to earliest settlement of region • Explore and create timeline of establishment of British Colonies in Australia 1788 - 1829 <p><i>Site visit activities –</i></p> <ul style="list-style-type: none"> • Discussion of which groups and individuals used the land from pre European contact up to approx 1900 • Discussion of why Europeans settled in this region • Why was this site chosen for a farm? 	GC: Literacy; Numeracy; ICT competence; CCP: Aboriginal histories and cultures; Sustainability OLA: English; Maths; Geography;	<p><i>Please note, some reading materials may be unsuitable for this age group of students</i></p> <p>Resources</p> <p>Visit http://www.valuingheritage.com.au/SwanRiverColony/ for background information including timeline to WA history</p> <p>Source documents, websites etc relating to establishment of Albany as extension of NSW http://www.historicalalbany.com.au/history.htm</p> <p><i>View Old Albany: photographs 1850 to 1950</i> by John Dowson, National Trust of Australia 2008</p> <p>National Trust Resources</p> <p>Relevant children's literature for the period</p>

<p>The nature of colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed. (ACHHK094)</p>	<p>Background to reasons for settlement in Albany initially as a soldier settlement</p> <p>Expansion of the town site during this period</p> <p>Daily lives of early settlers including Aboriginal relationships with whalers and sealers</p>	<p><i>Site visit activities –</i></p> <ul style="list-style-type: none"> • Extend the visit to OFSH with a visit to WA Museum Albany for <i>Sydney to Sound</i> program. Bookings essential for both programs • Wattle and daub hands on activity with education staff • At OFSH, learn about daily lives of local Aboriginal people and early settlers <p><i>Post visit activities –</i></p> <ul style="list-style-type: none"> • Explore the reasons why this region of Western Australia was settled by Europeans • Using on line and local resources students put together documentation to show how Albany changed and expanded with European settlement for example as Poster format • In small groups research, write and deliver a short piece that shows some aspect of what daily life would have been like for early European settlers to the region • Consider the list of plants brought by the Spencers to Albany. How may these plants have changed the natural environment? • House Plans activity • Wallpaper activity • Visit the Albany Memorial Park Cemetery to find significant local people buried there including early settlers and take photographs. Back at school research the lives of these people. Make a presentation that includes photos 	<p>GC: Literacy; Numeracy; ICT competence; Creative and critical thinking; Intercultural understanding</p> <p>CCP: Aboriginal histories and cultures; Sustainability</p> <p>OLA: English; Maths; Science; Geography; Arts</p>	<p><u>Resources</u></p> <p>Maps, drawings, paintings, histories, other significant documents</p> <p>National Trust Resources</p> <p>Sources for information about local individuals such as Major Lockyer; whalers and sealers; Patrick Taylor http://adb.anu.edu.au/</p> <p>Evidence of physical growth and expansion of region ie maps</p> <p>Albany Memorial Park Cemetery websites http://www.albanycemeteryboard.com.au/history.php http://www.ozburials.com/CemsWA/Albany/AlbanyMem_h.htm</p> <p><u>Student Activities</u></p> <p>House Plans</p> <p>Wallpaper</p>
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<p>The impact of a significant development or event on a colony; for example, the expansion of farming, drought. (ACHHK095)</p>	<p>History of changing environment of OFSH – as the first farm for settlement</p> <p>Expansion and changing use of farm with new owners</p>	<p><i>Pre or Post visit activity -</i></p> <ul style="list-style-type: none"> • Explore Albany Memorial Park Cemetery to look for graves of early settlers as above • Make a list of street and place names within the local region. Use research skills to find which are named after people and events. Design new street and place signs to include this information for visitors to Albany <p><i>Site visit activities –</i></p> <ul style="list-style-type: none"> • The cause and effect of daily activities of the period at Old Farm Strawberry Hill eg preparing a vegetable garden; learning about crops – growing, harvesting; water and sustainable issues • Learning about production and storage of food • Considering different perspectives of family members and workers and their daily lives • Recognising the changing environment during different periods of Albany’s early history, eg Chinese market gardeners • Hands on experience of using technology of the period such as gardening tools, cooking implements • Consider communication implications for early settlers <p><i>Post visit activities –</i></p> <ul style="list-style-type: none"> • Incorporating extracts from primary source materials such as diaries and journals, present a reading or role play to highlight an aspect of daily life during 1800s • Research and compare how people 	<p>GC: Literacy; Creative and Critical Thinking; ethical behaviour; Intercultural understanding</p> <p>CCP: Aboriginal histories and culture; Sustainability</p> <p>OLA: English; Maths; Science; Geography; Arts</p>	<p><u>Resources</u></p> <p>National Trust Resources – Evidence/information of OFSH being the first farm</p> <p>Maps showing area of original farm</p> <p>Farming information Resources</p> <p><u>Student Activities</u></p> <p>Communication</p>
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<p>The role that a significant individual or group played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander peoples. (ACHHK097)</p>	<p>Research significant individuals of the period of early settlement</p> <p>The roles and reasons for significant groups shaping the environment</p> <p>Learn about the daily lives of individuals and their roles at OFSH</p> <p>Explore the relationships between Aboriginal people and early settlers</p> <p>Significant people who visited Old Farm eg Darwin</p>	<p><i>Pre visit activity –</i></p> <ul style="list-style-type: none"> Research lives of significant people in earliest days of European settlement of Albany eg Vancouver, Spencer, Flinders, Baudin, Lockyer etc Research information about significant Aboriginal people who had relationships with European settlers eg Mokare and Dr Collie activity <p><i>Site visit activities –</i></p> <ul style="list-style-type: none"> Participate in role play to understand perspectives of different characters of the era – eg Mrs Spencer, Aboriginal worker or farm hand <p><i>Post visit activities –</i></p> <ul style="list-style-type: none"> Visit Spencer family grave sites/memorial on Seymour St. Design a new memorial to be put at the site Research significant local people and events of the period View sketch of Old Farm Strawberry Hill from 1830s. Analyse and debate information that can be gained from the sketch. Make a sketch showing the farm in the present day. 	<p>GC: Literacy; Maths; Creative and Critical Thinking; ethical behaviour; Intercultural understanding</p> <p>CCP: Aboriginal histories and culture; Sustainability</p> <p>OLA: English; Maths; Science; Geography; Arts</p>	<p><u>Resources</u></p> <p>History of settlement of Albany with references to significant people – web search, age appropriate</p> <p>Timeline of ownership of farm from 1826 to present</p> <p>Images of Albany from different eras</p> <p>Different perspectives of Albany</p> <p>Material and artefacts on display at OFSH ie family trees, artefacts provenance to families; photos etc</p> <p>Artworks from 1830s</p> <p>Evidence of Europeans shaping the region eg soldiers needed food so farm area set aside</p>

		<ul style="list-style-type: none"> • Read three different perspectives of Albany from sources of the period. Analyse and compare what is being said in each example – Perspectives activity • Chronologically order images to create a pictorial timeline • Draw a map of the Albany region and name places with Noongyar names – Noongyar Language activity • Use information and knowledge gained to enter National Trust of Australia (WA) Photo & Story competition – (Australian Curriculum: History links available for teachers) www.valuingheritage.com.au 	<p><u>Student Activities</u></p> <p>NTWA Photo & Story competition – www.valuingheritage.com.au</p> <p>Mokare and Dr Collie</p> <p>Perspectives</p> <p>Noongyar Language</p>
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