

| Historical Knowledge & Understanding | Local Context | Student Activities | General Capabilities (GC) Cross Curricular Priorities (CCP) Other Learning Areas (OLA) | Research and Resources |
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| <p>The diversity & longevity of Australia's first peoples and the ways Aboriginal & Torres Strait Islander Peoples are connected to country and place (land, sea, waterways and skies) and the implication on their daily lives</p> | <p>Parramatta Park Where the creek meets the river and the scar trees</p> | <p><u>Focus: What was life like for the Aboriginal people before the arrival of Europeans?</u></p> <p>How was the site used by Aboriginal people before colonisation?</p> <p>Let's start by identifying the natural features which are... (River, creek, hill).</p> <p>The people who lived here were called the Darug people and the clan who looked after this land was the Burramatta clan. The name Parramatta is a misinterpreted version of Burramatta which means place of eels, Burra meaning eel and matta meaning place.</p> <p>Looking at some of the natural features, what food would they have eaten would be: Emu, Kangaroo, wallaby and possum which were hunted using the method of fire stick farming.</p> <p>Can anyone guess what fire stick farming is? The practice of deliberately setting fire to an area to flush the animals out. Other food would be fish, eels, and fresh water mussels, tortoises, yabbies and water birds. They were found in the river and creek: women, children, men. <i>It is important to inform the students about the roles of members of the family, men, women and children.</i></p> <p>There would have been many big piles of shells along the</p> | <p>GC: identify intellectual understanding, critical and creative thinking</p> <p>CCP: Aboriginal histories and cultures and sustainability</p> <p>OLA: Literacy, geography, Arts mathematics: mapping symmetry, technology</p> | <p>Direction observation of the creek, river, park, scar trees</p> <p>Glossary of terms: clan Peoples Nation middens</p> |

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| | | <p>banks of the river. Can anyone explain what they were like and why they were there? Shell middens were rubbish piles of shells from mussels, yabbies and other shellfish – often indicating where the clan ate together. They are often very large piles.</p> <p>So you can see how this was a good camping spot. The middens are long gone and we will see where a lot of them went when we go inside the house. However, there is evidence of Aboriginal occupation around us. Let’s look at these trees – what can you see?</p> <p>Examine trees for evidence of Aboriginal occupation – Scar Trees.</p> <p>Discuss use of bark for making canoes, shields, carrying vessels and building shelters.</p> <p>Find the possum trap and animal markings on the trees. The possums were smoked out of the tree by lighting a fire at the base of the tree and when the possums ran out they were clubbed.</p> <p>So, the primary sources for Aboriginal occupation here are – landscape evidence, archaeology and in the surrounding community there is a continuing cultural transition</p> | | <p>Scar trees</p> |
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| | <p>Walk to the river and sit on the stone terrace where you can see the site of the fort and farm.</p> | <p><u>Focus :Why did the Europeans settle in Australia?</u></p> <p>Why did Phillip need to find farming land? Governor Phillip who had landed with the first fleet in 1788 was facing a starving colony in Sydney Cove. The soil was unsuitable for farming as it was clay based and sandy & the Tank Stream did not provide enough water. Phillip travelled up the Parramatta river looking for good farming land.</p> <p>Why this site chosen for settlement and what was its primary function? Darug fire stick farming made the site ideal for colonial farming. The trees were sparse and there were native grasses growing between the trees. The river here had plenty of fresh water for crops and animals. Of course the colonists did not accept that the Darug people who lived here owned the land because they could see no dwellings or fenced farming.</p> <p>Can anyone tell me what this concept of no ownership of land was called? (Terra Nullius) <i>Compare the European understanding of land ownership with the Aboriginal concept of custodianship.</i> Inform students about the</p> <ul style="list-style-type: none"> • 1789 epidemic and its consequences on the Aboriginal people. • 1790: History of Pemulwuy | | <p>Glossary: custodianship</p> |
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| | | <p>David Collins, secretary of the colony who came out on the first fleet describes the beginnings of settlement here at Parramatta.</p> <p>Refer to Text 1 describing the building of the fort or redoubt and refer to Picture 1.</p> <p>Why was a fort built? Who lived in it? Find the location of the fort in landscape? 1790</p> <p>The colonists didn't know what to expect – they were over 20km from Sydney Cove and they were afraid of attack by the local Aboriginal peoples. Soldiers would have lived in there to guard the farm from attack.</p> <p>Read: Text 2 describing the first farm. Refer to Text 1 & 2 to determine who worked on the farm? What did they grow?</p> <p>Determine the location of the first farm in the landscape from Picture 2.</p> | | |
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| | <p>Park grounds of OGH the plaques and the edge of the Bridge street.</p> <p>Move to the convict hut “foot print”</p> <p>Ask a student to measure using their foot as the unit of measurement</p> | <p>Focus : What evidence is there of the early colonial town? What do the sources and your observation tell us about how people lived?</p> <p>Looking back towards the house reflect on the position of the bridge that was across the river and find the location of Bridge Street and convict huts using Map 1 and 1798 engraving Picture 3.</p> <p>Is the Governors house in Picture 3 the same as the one there now? No, but it’s in the same position. Governor Phillips house was built in a similar way to the convict huts – with very simple and rough materials.</p> <p>Read Phillips account in Text 3. What was the first Government House built out of?</p> <p>Let’s use the position of Bridge Street we can see in the shape of the landscape and the map from 1790 Map 1 to locate the convict huts.</p> <p>Having roughly decided on where the first hut shown on the map should be, measure it out according to Watkin Tench’s description in Text 4. What are the measurements of the huts? How many rooms did they have? How many men lived in one hut?</p> <p>Measure out the hut with the students.</p> <p>Get the students to stand at the four points of the house and across the dividing wall.</p> <p>Ask the rest to stand inside the hut and think about where a fireplace and kitchen would be and how it could sleep up to 14 people. Ask them about their own bedrooms and houses</p> | | |
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| | <p>Sit the group down – so they can refer to the sources.</p> <p>The town develops. Move to the front fence of OGH</p> <p>Picture of the Parramatta feast Day Image</p> | <p>and make comparisons.</p> <p>All these convicts had to work for the government. Let's look at Text 6 to see what sort of work that was. Take special note of men burning shells into lime. Where did they get the shells from, look again at the picture? What would the lime be used for?</p> <p>Let us move forward almost 20 years to 1822 and look at Governor Macquarie's Parramatta.</p> <p>Where are the Burramatta people living now?</p> <p>What are they eating?</p> <p>How are they living now?</p> <p>What effect did the town planning changes made by Macquarie during the early 19th Century have on the relationship between town and Government?</p> <p><i>This section focuses on change, movement of people and changes to how lives were affected.</i></p> <p>Show image of Parramatta Feast Day</p> <p>Even though Macquarie gave many opportunities to ex-convicts he was keen to separate his domain from that of the convict population.</p> <p>Remember we are standing on the edge of High Street that ran right through town to the wharf. Looking at Map 3 of the town in 1822, just after Macquarie left, we can see how it has developed from the town in Map 2 (a) & (b).</p> <p>Looking at the map, what sorts of institutions or features tell us that it is a significant town?</p> | | <p>Glossary: dependent Independent</p> |
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| | <p>Enter through the side gate to the front of the building Sit the group down in the middle of the carriage loop looking at the house.</p> | <p>Town of institutions – female factory, military barracks, and prisoner barracks, parsonage house, St. Johns Church, goal, large burial ground.</p> <p>The Government farm across the river is now part of the Governors domain and Macquarie has done some drastic changes to the town. From where we are now what is the most obvious change? Macquarie pushed the road that was Bridge Street back and made a new street – O’Connell that we can see today, he built a weir to dam the river and moved convict hut and farm.</p> <p>Let us look at Old Government House. The house that replaced Phillip’s house reflects stability of the colony. Phillip’s makeshift house that was made in the same fashion as convict houses and was close to collapsing, uninhabitable. 10 years later in 1799 there was enough skilled labour, materials, tools and architects to create a much bigger and better house for the Governors. Let’s go to our sources to trace the development of the house. Compare Picture 3 Phillip’s House to Picture 4 Hunter’s House and read Text 6 description of house. Looking at Hunter’s cellars – take a moment to have a look at the various openings and think about what would be stored down there.</p> | | |
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| | | <p>How do the changes to Government House show us what was happening in the colony? Discuss the three houses on this site, Phillip's, Hunter's and Macquarie's. Discuss how these reflect the growing permanency and prosperity of the colony.</p> <p>What does the physical structure of the Macquarie house reveal about colonial society? The house is an embodiment of Government. It served as a private dwelling and a public office. Macquarie was the last Governor to rule alone and have full power over the people including judges.</p> <p>Looking at the house and its features – who can give me some words to describe it? (Words suggested may be – formal, grand, symmetrical, large, classical etc.) Bring the students suggestions together to comment on features of the Georgian style of architecture.</p> <ul style="list-style-type: none">- When we go inside you will be able to see features of the Georgian style – keep an eye out for them- Compare Hunter to Macquarie house and refer to the increase in width and breadth- Portico was designed by Greenway- an ex-convict <p>Break down the structure of the house according to how the house functions (domestic/servant, public/business, private/family)</p> | | |
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| | <p>Going onto house Portico. Ask a student to open the door using the front door key.</p> <p>Go into the Dining room, then drawing room</p> | <p>We're going to use the building and artefacts as a source for thinking about past technology, lifestyle and history.</p> <p>Physical working of the key and lock. Why is the key upside down? – Many things were still made in England – furniture and equipment had to be ordered – during the design of this house the architect Watts may have changed his mind about which way the door opened or the wrong order was placed.</p> <ul style="list-style-type: none"> - You can see the ground floor layout of the house by looking at Plan 1 from the Sydney Gazette in 1819. - The National Trust has used this plan to reconstruct the layout of the house and to furnish the rooms. <p>Use your plan to trace your journey through the house, locate where we are in the house now.</p> <p>The dining and drawing rooms</p> <p>Discuss the rooms in terms of the clues they can give us as to their use and what occurred in them.</p> <ul style="list-style-type: none"> - Official function of drawing and dining rooms. - Go into the dining room. Technology of mirrors for increasing lighting – use of the convex mirrors by servants to observe and serve dinner guests...- Demonstrate how the shutters were closed and used as a temperature control but also as a way of feeling secure at night. Look out on the landscape that we have just explored and seen evidence of the Darug culture and early colonial settlement. Let us consider what effect that the growth of the colony was having on the Aboriginal people. The drawing room is also a place of public entertainment; the furniture can easily be moved | | |
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| | <p>Governors' Office – Private wing. Colonnade with private entrances and exits</p> | <p>to create space for dancing and listening to music or afternoon teas.</p> <p>Governors' Office: Use the archaeology of this room to reinforce the layers of history on this site. Refer the students to the picture on the wall of Phillips house and outbuildings. What are the main objects that define this room as an office? Refer to the floor reveal and discuss impact on the environment as result of colonisation.</p> <p>Colonnade Look at the wall reveals just after entering the door into the colonnade.</p> <p><u>What materials are used to build the house?</u> The shells of middens that have been discussed previously used to make lime as mortar for bricks. An aspect of Aboriginal culture was use to make this house. It is also a good example of how the Hunter and Macquarie house jut together and the development of brick making from the rougher earlier bricks to the more even Macquarie bricks.</p> | | |
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| | <p>Sit student on the front portico for conclusion and summary.</p> <p>Use drawings of Aboriginal people taking part in daily activities to support discussion.</p> | <p><u>Focus : What impact did European colonisation have on the Aboriginal people?</u></p> <p>Concluding activity: (Distribute pictures of Aboriginal activities to aid recall and discussion.)</p> <p>After viewing and experiencing the way of life and where the Burramatta, convicts and governors lived: question students about the diversity of Aboriginal culture and European culture. Encourage conversation about the interaction of the different groups over time.</p> <p>High light significant events:1790-1822</p> <p>Consolidate knowledge using pictures of Aboriginal culture and technologies and compare to what they have seen.</p> | | |
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YEAR 4: Sighting the Past- First Contacts

Old Government House and Domain and Parramatta Park

Overview of the Program

Using Old Government House and Domain, evidence of the local Aboriginal and Torres Strait Islander peoples, European explorers and Parramatta Park as examples, students will study **Australian history and the movements of peoples up to the early 1800.**

- Looking at the history and evidence of the local Aboriginal People: Burramatta People.
- Examining European colonisation in Australia, particularly the colonial settlement in Parramatta up to the early 1800's
- Examine the reasons for the choices made concerning exploration and settlement and its impact on the local Aboriginal communities.
- Examine interaction between societies and how these experiences contributed to their cultural diversity.

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 Parramatta (Rose Hill) Old Government House and Domain(Parramatta Park)(1788-1800's) historical maps and written accounts and direct observation. Historical knowledge and understanding skills are interrelated and need to be taught in an integrated way.

Students will use the following Key Inquiry questions to discover

- What was life like for the Aboriginal and Torres Strait Islander peoples prior to the arrival of the Europeans?
- Why did the Europeans settle in Australia?
- What effects did European colonisation have on the Aboriginal and Torres Strait Islander peoples up to the 1800's?

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

In this program there is an increasing emphasis on historical interpretation and the use of evidence.

Historical Skills:

Sequencing historical people and events

Posing questions to inform an historical inquiry or research

Locate and interpret information from a variety of sources provided

Compare information from different sources and identify differing points of view

Developing text, particular narratives and descriptions which include source material

Use different forms of communication (oral, graphic, written, visual and digital)

Key Concepts:

Continuity and change

Cause and effect

Perspectives

Empathy

Significance

Source (Evidence)