



NATIONAL TRUST
SOUTH AUSTRALIA

Australian Curriculum: History

Adelaide City Heritage- Building a Colonial City

Recommended for Year 5

BACKGROUND INFORMATION

Prior to European colonisation, the area where the City of Adelaide stands was known as Tandanya by its original occupants, the Kaurna people. After a period of coastal and inland exploration, the British Parliament proclaimed the colony of South Australia in 1834. The first colonists arrived from the United Kingdom in 1836. Originally they camped at Holdfast Bay (Glenelg). After much discussion, the present day site for the new capital city- twelve kilometers inland- was chosen by Colonel William Light on the last day of December 1836. Between January and March 1837, Colonel Light conducted his survey of the site for the City of Adelaide. Light planned a city with a grid layout of wide roads, squares and gardens, surrounded by parklands. His original design for the City of Adelaide is still strongly in evidence. Light's vision was ahead of its time and has since been recognised as one of the finest early examples of modern urban planning and design. The Adelaide Parklands and the City Layout he designed was added to the National Heritage List of significant places in 2008. Adelaide's colonial architecture, including the extensive use of local stone, is another distinctive and generally well preserved aspect of our capital city that is emphasised in the program.

This program uses the living heritage of the City as a window on Adelaide's and South Australia's development in the nineteenth century. It showcases the places, buildings, people and events that were important in the establishment and development of the colony of South Australia. The program resources and activities provide insight into Adelaide as a 'planned city' and offer opportunities to consider what was necessary for a city and a colony to thrive in the period before Australian Federation.

OVERVIEW OF PROGRAM

The Year 5 curriculum provides a study of colonial Australia in the 1800s. Students look at the founding of British colonies in Australia and the development of a colony. They learn about what life was like for different groups of people in Adelaide in the colonial period. They examine significant events and people, political and economic developments, social structures, and settlement patterns.

The *Building a Colonial City* program is recommended for use as part of the Australian Curriculum: History for Year 5. The program combines three elements: Online resources for classroom use, Activity Plans for classroom and outdoor activities- including self-guided heritage trails through the City of Adelaide- and opportunities to undertake guided excursions at two significant heritage sites in the city- Ayers House and the Old Treasury Building. Teachers can combine the resources, activities and experiences to create a unit of work that integrates the teaching of historical knowledge, understanding and skills.

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

Students use the following **KEY ENQUIRY QUESTIONS** to discover:

How and why were the colony of South Australia and the City of Adelaide established?

South Australia and the City of Adelaide were the most planned of all the Australian colonies. The legacy of Colonel Light's vision for the city tells us about the ideals and aspirations of the settlers.

What was life like for people in Adelaide in the nineteenth century?

Adelaide experienced repeated cycles of boom and bust in the nineteenth century. Amidst great wealth and prosperity, there were also periods of hardship arising from shifting economic and environmental conditions.

Historical Skills:

Sequence historical people and events

Use historical terms and concepts

Identify questions to inform an historical inquiry

Identify and locate a range of relevant sources

Locate information related to inquiry questions in a range of sources

Compare information from a range of sources

Identify points of view in the past and present

Develop texts, particularly narratives and descriptions, which incorporate source materials

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

Key Concepts:**Continuity and change**

By examining and exploring the built heritage of the City, students gain an understanding of the history of early colonial settlement and urban development and compare what aspects have changed and what has remained the same.

Cause and effect

Through the story of Adelaide's establishment and growth, students will consider the effects of European colonisation on the Aboriginal communities who resided in the area and how mining, farming and other industries created the wealth for urban development.

Perspectives

Students learn about real individuals who immigrated to South Australia and their contribution to the colony, including notable settlers

such as Henry Ayers and Mary Lee. Through this students gain an understanding of different perspectives on how South Australia developed.

Empathy

Students will learn about early immigration to the colony of South Australia and what it was like to live in colonial Adelaide. This will allow them to draw comparisons with their own lives and to develop an appreciation of the colonial immigrant’s experience.

Significance

Students develop an understanding of what makes Adelaide’s heritage buildings special and worth keeping for the future generations.

Historical Knowledge and Understanding	Local Context	Student Activities	General Capabilities (GC) Cross Curricula Priorities (CCP) Other Learning Areas (OLA)	Research and Resources
Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800. (ACHHK093)		<p>Activity 1- The importance of Government House</p> <p>Government House is the official residence of the Governor of South Australia and the oldest government house in Australia. The role of the</p>	<p>GC: Literacy, Numeracy, Critical and creative thinking, Personal and social capability, Ethical understanding, Intercultural understanding</p> <p>OLA: English, Mathematics, Science</p>	<p>Online Resources:</p> <ol style="list-style-type: none"> 1. South Australia’s Governors-chronology 2. Key primary documents including: Edward Gibbon Wakefield’s <i>A Letter from Sydney, South Australia Colonization</i>

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		<p>Governor initially was to determine matters of policy, make laws and be responsible to the British Government for the management of the colony. Over time this role has changed significantly. Students discuss Government House and then choose one South Australian Governor to research. Who could be Governor? What key events occurred during their time as Governor?</p>		<p><i>Act, the Letters Patent,</i> 3. Site profiles- Government House Old Parliament House</p>

Historical Knowledge and Understanding	Local Context	Student Activities	General Capabilities (GC) Cross Curricula Priorities (CCP) Other Learning Areas (OLA)	Research and Resources
		<p>Activity 2 *Self-Guided Heritage Trail including Government House as site representing British Empire connections.</p> <p>Activity 3 *Construct a timeline- South Australia celebrates its status as a 'planned colony', and its unique settlement by free colonists. How was this possible? Students construct a timeline of the key events that led up to the establishment of the colony of South Australia.</p>		

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<p>The nature of convict or 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>Activity 4- *Differing Visions Colonel William Light’s carefully considered his vision for the city of Adelaide. Students examine his plan and compare it to that of the Kurna dreaming story for the area. How do they differ? What impact did Light’s plan have on the Kurna people who lived in the area? What sites are important to the Kurna people in the city? What is there today?</p>	<p>GC: Literacy, Critical and creative thinking, personal and social capability, ethical understanding, intercultural understanding</p> <p>CCP: Aboriginal and Torres Strait Islander histories and culture</p> <p>OLA: English</p>	<p>Online Resources:</p> <ol style="list-style-type: none"> 1. Colonel Light’s Vision & the Kurna Dreaming Story for the Adelaide region 2. Light’s Plan

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		<p>Activity 5 – Kurna Adelaide *Self-guided heritage trail including (in particular) the State Survey Marker, Karrawirra Parri (Torrens River), Pinky Flat, and Victoria Square/Tarndanyangga as sites of significance for the Kurna people.</p>		
<p>The impact of a significant development or event on a colony; for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the</p>		<p>Activity 6-Adelaide and the first mining boom</p> <p>Explore the effects of mining rushes on Adelaide- The Copper mines of Burra and Kapunda in the 1840s</p>	<p>GC: Literacy, Critical and creative thinking, personal and social capability, ethical understanding, intercultural understanding</p>	<p>Online resources</p> <ol style="list-style-type: none"> 1. Adelaide Timeline 2. Topic: The first mining boom 3. Burra ‘Monster’ Mine 4. Adelaide’s Gold Rush

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expansion of farming, drought (ACHHK095)		<p>And the Victorian Goldrush in the 1850s. Who came to South Australia (eg. Cornish miners) and who left? What evidence of these events can we see in the city today?</p> <p>Self guided heritage trial including (in particular) the Ayers House, Waterhouse Chambers Building, Torrens Building, Treasury Building, Beehive Corner, The Town Hall, and the GPO.</p>		

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		<p>Activity 7 *Guided Treasury Tour- The Treasury Building was built from 1858-1879 as a result of the new prosperity brought to South Australia from the Victorian gold rush. It originally housed Treasury, land surveying and immigration offices. Students discuss the function of Treasury and the use of the building today.</p>		
<p>The reason people migrated to Australia from Europe and Asia, and the experiences and</p>		<p>Activity 8 Self-guided heritage trail including (in particular) Ayers House, Town Hall,</p>	<p>GC: Literacy, Critical and creative thinking, personal and social</p>	<p>Online Resources: 1. West Terrace Cemetery</p>

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contributions of a particular migrant group within the colony. (ACHHK096)		Magistrates and Supreme Court. Activity 9 *West Terrace Cemetery 'Heritage Highlights' interpretative trail- many prominent South Australians are buried in the West Terrace Cemetery.	capability, ethical understanding, intercultural understanding	Heritage Highlights Interpretative Trail 2. German migration 3. Cornish migration
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.		Activity 10 *What's in a Name? The city of Adelaide was named after Queen Adelaide and many of its street names represent notable colonial figures (eg/ Edward Wakefield and Wakefield Street). Students choose one street and research the	GC: Literacy, Critical and creative thinking, personal and social capability, ethical understanding, intercultural understanding	Online Resources: 1. City of 'Adelaide'- background 2. Mary Lee's petition to the SA Parliament. 3. Site profile- Ayers House

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(ACHHK097)		<p>individual it is named after. Who was this person? When did they arrive? What contribution did they make to the colony? Who is represented and who is not (men, women, European settlers, Aboriginal people)?</p> <p>Activity 11: Self-guided heritage trail noting particular streets such as King William, Wright, Waymouth, Finniss, Wakefield, Gouger, etc. Statutes of Queen Adelaide, Charles Sturt, Queen Victoria, John McDouall Stuart.</p>		

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		<p>Activity 12 *Guided tour of Ayers House- Henry Ayers was an important colonist in South Australia and played a key role in the development of the colony's mining industry in place such as Burra. He was also the youngest member elected to the Legislative Council. Students consider the contributions of Henry Ayers and Ayers House as a place of heritage significance in the city.</p>		