

Swan River Colony



Year 5: Settling the Swan

Our Year 5 Program, The Australian Colonies: Settling the Swan, is aligned with the requirements of the Western Australian Curriculum. From Captain Stirling's first voyage in 1827 to the establishment of the colony, this program will provide a unique experience for your students whilst providing them with an insight into colonial times. Our program offers students real life opportunities to be immersed in the history of our state, from the colonial cemeteries to one of the first farms established in Western Australia.



Peninsula Farm

In Year 5, Humanities and Social Sciences consists of Civics and Citizenship, Economics and Business, Geography and History. This program contains elements of all these to provide teachers with a comprehensive resource and to help students gain an insight into the many varied influences on the establishment of British rule in Western Australia.

Students are given the opportunity to develop their historical understanding through the key concepts of sources, continuity and change, cause and effect, perspectives, empathy and significance. These concepts are investigated within the historical context of colonial Australia in the 1800s and the significant events and people who shaped the political and social structures at that time are considered.

Students learn about the reasons for establishing British colonies in Australia, the impact of these colonies and they examine what life was like for different groups of people during the colonial period. Students undertake research and begin to understand the factors that influenced patterns of settlement and development, reasons people migrated to Australia and significant contributions made by groups or individuals.

This program is written to be delivered alongside the Student Booklet. The booklet is for use in the classroom only, and is not required when visiting any of our National Trust places. Each student will require a copy of the booklet if the entire program is to be taught. While colour printing is optional, it is encouraged. This program provides suggestions of pre-visit and post-visit activities and can be adapted to suit individual needs. Use as little or as much of the program as you wish and incorporate your own activities and learning methodologies. Please note, website addresses, where provided, were correct at time of publication. The National Trust accepts no responsibility for the accuracy or availability of this information.

CURRICULUM LINKS

Content Strand		Knowledge and Understanding					Humanities and Social Sciences Skills			
Key Concepts	Geography	Place	Space	Environment	Interconnection	Sustainability	Scale	Change		
	History	Source	Evidence	Continuity and Change	Cause and Effect	Perspective	Empathy	Significance	Contestability	
General Capabilities		Literacy	Numeracy	ICT capability	Critical and creative thinking	Personal and social capability	Ethical understanding	Intercultural understanding		
Cross- Curriculum Priorities		Aboriginal and Torres Strait Islander histories and cultures			Asia and Australia's engagement with Asia		Sustainability			

CONTENT DESCRIPTION AND ACHIEVEMENT STANDARDS

Knowledge and Understanding	Humanities and Social Sciences Skills	Relevant Aspects Of The Achievement Standard
<p>Civics and Citizenship Roles Responsibilities and participation Factors that shape the environmental characteristics of places</p> <ul style="list-style-type: none"> How regulations and laws affect the lives of citizens (e.g. the different types of laws, how laws protect human rights) (ACHASSK117) Why people work in groups to achieve their aims and functions, and exercise influence, such as volunteers who work in community groups (e.g. rural fire services, emergency services, youth groups) (ACHASSK118) <p>Economics and Business Wants, resources and choices</p> <ul style="list-style-type: none"> The difference between needs and wants, and how they may differ between individuals (ACHASSK119) Resources can be natural (e.g. oil), human (e.g. workers), or capital (e.g. machinery), and how these are used to make goods and services to satisfy the needs and wants of present and future generations (ACHASSK120) Due to scarcity, choices need to be made about how limited resources are used (e.g. using the land to grow crops or to graze cattle) (ACHASSK119) 	<p>Questioning and Researching</p> <ul style="list-style-type: none"> Identify Current Understanding, consider possible misconceptions and identify personal views on a topic (WAHASS50) Develop and refine a range of questions required to plan an inquiry (WAHASS51) Locate and collect information and/or data from appropriate primary and secondary sources (WAHASS52) Record selected information and/or data using a variety of methods (WAHASS53) Use ethical protocols when gathering information and/or data (WAHASS54) <p>Analysing</p> <ul style="list-style-type: none"> Use criteria to determine the relevancy of information (WAHASS55) Interpret information and/or data collected (WAHASS56) Identify different points of view/perspectives in information and/or data (WAHASS57) Translate collected information and/or data into different formats (WAHASS58) 	<p>At Standard, students develop questions for a specific purpose. They locate and collect relevant information and/or data from primary and/or secondary sources, using appropriate methods to organise and record information. Students apply ethical protocols when collecting information. They use criteria to determine the relevance of information and/or data. Students interpret information and/or data, sequence information about events, identify different perspectives, and describe cause and effect. They use a variety of appropriate formats to translate collected information and draw conclusions from evidence in information and/or data. Students engage in a range of processes when making decisions in drawing conclusions. They consider audience and purpose when selecting appropriate communication forms. Students develop a variety of texts that incorporate source materials, using some subject-specific terminology and concepts. They reflect on findings to refine their learning.</p> <p>Students identify the key features of Australia's democracy, describe the electoral process, and explain the significance of laws and how they are enforced. They describe how participation in groups can benefit the community. Students identify the imbalance between wants and resources, and the impact of scarcity on resource allocation.</p>

Geography

Factors that shape the environmental characteristics of places

- The way people alter the environmental characteristics of Australian places (e.g. vegetation clearance, fencing, urban development, drainage, irrigation, farming, forest plantations, mining) (ACHASSK112)
- Features of environments (e.g. climate, landforms, vegetation) influence human activities and the built features of places (ACHASSK113)
- The impact of bushfires or floods on environments and communities, and how people can respond (ACHASSK114)

History

The Australian Colonies

- The economic, political and social reasons for establishing British colonies in Australia after 1800 (e.g. the establishment of penal colonies) (ACHASSK106)
- The patterns of colonial development and settlement (e.g. geographical features, climate, water resources, transport, discovery of gold) and how this impacted upon the environment (e.g. introduced species) and the daily lives of the different inhabitants (e.g. convicts, free colonists, Aboriginal and Torres Strait Islander Peoples) (ACHASSK107)
- The economic, social and political impact of one significant development or event on a colony and the potential outcomes created by ‘what if...?’ Scenarios (e.g. frontier conflict; the gold rushes; the Eureka Stockade; the Pinjarra Massacre; the advent of rail; the expansion of farming; drought) (ACHASSK107)
- The contribution or significance of one individual or group in shaping the Swan River Colony, including their motivations and actions (e.g. groups such as explorers, farmers, pastoralists, convicts or individuals such as James Stirling, John Septimus Roe, Thomas Peel) (ACHASSK110)

Evaluating

- Draw and justify conclusions, and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps (WAHASS59)
- Use decision making processes (WAHASS60)

Communicating and Reflecting

- Present findings and conclusions and/or agreements appropriate to audience and purpose in a range of communication forms and using subject-specific terminology and concepts (WAHASS61)
- Develop a variety texts, including narratives, descriptions, biographies and persuasive texts, based on information collected from source material (WAHASS62)
- Reflect on learning, identify new understandings and act on findings in different ways (WAHASS63)

They identify that, when making choices, people use strategies to inform their purchasing and financial decisions.

Students identify the location of North America and South America and their major countries, in relation to Australia.

They describe the characteristics of places, and the interconnections between places, people and environments. Students identify the impact of these interconnections and how people manage and respond to a geographical challenge. Students identify the cause and effect of change on Australia’s colonies, and describe aspects of the past that have remained the same. They describe the different experiences of people in the past. Students recognise the significance of a group, individual, event or development in bringing about change in the Swan River Colony.

Source: Schools Curriculum and Standards Authority, <http://k10outline.scsa.wa.edu.au>

IMMERSE YOUR STUDENTS IN OUR HISTORY

The National Trust of Western Australia offers a range of exciting educational opportunities for schools to visit historic sites in the Perth Metropolitan area. These excursions are supported by comprehensive teacher and student resources with suggestions for pre and post-visit activities to enhance and consolidate student learning. Students have the opportunity to be immersed in our history, to visit places of historic significance and develop a genuine appreciation for our state's unique built and natural history. For all enquiries and to book, please visit our website at www.nationaltrust.org.au or contact our education staff for further details on 9321 6088 or email trust@ntwa.com.au

Year 5 Excursions are available at the following National Trust properties:

Peninsula Farm is one of the first successful farms of the colony and is located in Maylands. Half and full day options are available. The adversities of daily life are highlighted and how these impacted the establishment of the colony. The hardships endured and the struggle to establish infrastructure and grow sufficient food is revealed through hands on activities.



Weighing rations

East Perth Cemeteries is located on Bronte Street in East Perth, the site of the first colonial cemetery established in 1830. Investigate significant people of the Swan River Colony and read headstones to discover interesting information such as causes of death.

We also offer combined Year 5 excursion options:

Peninsula Farm / East Perth Cemeteries is our most popular excursion, it combines half a day at the home of the Hardey's and then a short bus trip to the Cemeteries to visit their grave. Students have the opportunity to study the challenges of daily life encountered by the earliest colonists.

East Perth Cemeteries / State Library of WA Students record information at the Cemeteries that becomes the focus of research conducted at the State Library. Library staff will guide students through accessing their extensive collection and introduce them to the Trove collection.



East Perth Cemeteries

STUDENT ACTIVITIES

- **Swan River Colony: K W L** What do you know about the European Colonisation of Australia? What do you wonder about the Swan River Colony? Brainstorm as a class and record student responses on a class chart. Use this activity to discuss the various ways people can learn about the past including through books, photos, internet, guest speakers, site visits etc. Develop a brief discussion on the use of ethical protocols in terms of using sources and referencing them, copyright laws, cultural sensitivity i.e. the use of Aboriginal names and photographs. Student fill in the Know and Wonder sections in the table on p. 2 of their Student Booklet.
- **Understanding Historical Language** Brainstorm the meaning of ‘empire’. Students will need to have a sound understanding of language and terms that are not commonly used today. Complete ‘Understanding Historical Language’ in pairs using a dictionary or internet, Student Booklet p. 3. Refer to Appendix 2 for answers.
- **Mapping the British Empire** *For this activity the teacher will need to provide a map showing the British Colonies in 1900 and an A4 blank map of the world for each student.* Why did European countries wish to establish colonies in Australia? This activity examines the extent of the British Empire and the reasons for expanding empires. Study the countries that Britain had occupied as colonies. Why would Britain have an interest in these countries? Were they geographically advantageous? Did they have certain resources that Britain wanted? Can students name any resources? Why were countries like Britain, France and The Netherlands so occupied with expanding their empires? Students choose ten British colonies and map them on their own map of the world. In small groups investigate why Britain had interests there. What resources or products came from that colony? Students complete the activity in their booklets then share their findings with the class p. 4-5. For further notes refer to Appendix 1, answers Appendix 3.
- **The Establishment of the Swan River Colony** Discuss the reasons for colonial expansion. What were the Napoleonic Wars? What is the Industrial Revolution? What impact did the Industrial Revolution have on the United Kingdom? What economic factors contributed to colonial expansion? What issues in society led to the desire of Britain to have penal colonies? Students complete p. 6. For further notes refer to Appendix 1, answers Appendix 4.
- **Push Pull** Explain what push and pull factors are in regards to migration. Push factors are when people are forced to migrate due to unemployment, poverty, war, poor standards of living. Pull factors are when people are encouraged to migrate for improved lifestyles and living conditions, better opportunities, the chance to start again and create a more prosperous life etc. Students complete the Push Pull activity deciding whether each factor should be classified as a push or pull factor and why. Students share their decisions with the class. This activity could be extended into a debate or persuasive writing activity i.e. People should migrate to the Swan River Colony as they will have a better life, agree or disagree. Student Booklet p. 7.

- **Migration to the Swan River Colony** Review students' learning so far. Revisit the KWL table. Consider questions they wish to add prior to their excursion if being undertaken, or questions they might be able to answer. As part of this review students complete Migration to the Swan River Colony and clarify their understanding of vocabulary and historical terms. They may wish to add to their vocabulary list as they come across new words. Student Booklet p. 8. Answers Appendix 5.

- **Swan River Colony** After Captain Stirling successfully lobbied the British Government and it was decided a European settlement on the Swan River would be established, officials needed to consider the best location for a township and where to build a new capital. Using the map and list of considerations provided, students determine the most suitable location for a new capital. Student Booklet p. 9-10.



Peninsula Farm

- **Settling the Swan** Study the two artworks provided *View from Mount Eliza, 1827*, by Frederick Garling and Horace Samson's *Perth, Western Australia, from Mount Eliza c1852*. Discuss the perspectives of the artists, what they portray in their paintings, what this tells students about the Swan River prior to and after European Colonisation. Also consider what has been left out of the paintings. Europeans changed and altered the environment to suit their needs. From these paintings consider the different ways the environment altered over the 25 years between the paintings. How can we learn more about the thoughts and motivations of European colonists? Make a list of historical sources that might provide us with an insight into the thoughts and experiences of individuals; e.g. diaries, journals, letters, sketches and paintings, annotated maps, journey logs etc. Student Booklet p. 11 – 12.
- **Challenge** The names of European people who helped found the Swan River Colony can be found in the names of suburbs, streets, schools, parks, rivers etc. Students use a street directory or online maps to find examples of this. Dual naming has become popular in recent years, extend this activity to investigate places where Traditional Ownership has been acknowledged in the names of places. This activity could also be extended into a research task focusing on a specific European colonist, Traditional Owner or a location. Student Booklet p. 13.

- **Meet the Migrants** Students begin research task. The Hardey family lived at Peninsula Farm in Maylands, but many others migrated to the Swan River Colony. East Perth Cemeteries is the resting place of many families that settled in the Swan River Colony. Visit the website for names to research: www.eastperthcemeteris.com.au. This content is supported by a visit to Peninsula Farm and / or East Perth Cemeteries. Student Booklet p. 18.
- **K W L Review** Revisit the topics covered so far, students add details to their KWL table. Discuss what students have learned about the past and Colonial Australia by visiting Peninsula Farm and / or East Perth Cemeteries. What have they learned about the daily lives of European colonists and the Hardey family in particular? Perhaps the visit has left the students wondering about other aspects of the past? Discuss how students may be able to learn more about these questions e.g. further research using books, photos and internet Student Booklet p. 2
- **Early years of the Colony** Discuss life in the early years of the Swan River Colony. Students identify challenges faced by European colonists. What impact might these trials have had? Were the colonists prepared for colonial life in Western Australia? What happened as a result of the harsh conditions experienced? Discuss the different life experiences of someone who had been born in England and was used to a certain lifestyle coming to the Swan River Colony versus someone born in the Colony and knowing no other way of life. This content is supported by a visit to Peninsula Farm and / or East Perth Cemeteries, for further notes refer to Appendix 1.
- **Colonisation of the Swan** During the 1830s people started arriving in the new colony, excited about starting their new life, but when they looked around they saw that the landscape was not the paradise portrayed in Garling's paintings. Conditions were hard, crops failed, livestock died, the colonists were used to English weather and were not prepared for colonial life in Australia's arid environment. Soon there were actually more people leaving the colony than arriving. Task: Imagine you are a journalist back in England. Write an article reporting on the harsh conditions of the new colony and explaining how so many people appear to have been misled, caught up in 'Swan River Mania'. Writing as a journalist, students report the colonists' disappointment and anger towards the private investors who encouraged people to move to the Swan River. Students investigate the failed Thomas Peel enterprise, the rationing put in place by Governor Stirling and Dr. Collie's investigation and report on the Peel estate in order to help them write their newspaper article. For further notes refer to Appendix 1.
- **Patterns of Settlement** Explore factors that influenced population distribution across Western Australia: oceans, rivers, fertile land, discovery of resources, road links etc. Students map and graph the spread of the population of Western Australia from 1829-1901. Discuss why there was such a large change in population from 1849-1859 and then again in 1891-1901. What did the discovery of gold in Western Australia mean for the Swan River Colony? Also discuss the historical accuracy of the information in the graph as at this point in history Indigenous people were classified as part of the flora or fauna and not counted in the Census. How can we change the name of our graph to make it more historically accurate i.e. *The European Population of the Swan River Colony*? Student Booklet p.14 –17.

- **Meet the Migrants** Complete the research task, students present their findings as an interview or power-point presentation, an illustrated diary, poster or in another form. Encourage creativity and the inclusion of additional interesting facts and information discovered. Student Booklet p. 18.
- **Understanding Historical Language** Using a dictionary or the internet students find the meanings of words and terms that were common at the time of colonisation. Explore the language used and the ways this contributed to the marginalization of Indigenous people. Compare with terms and language we use today. Talk about cultural sensitivities we strive to use today and ways we seek to achieve respect and inclusivity. Is the term Terra Nullius historically accurate? What does it mean? Student Booklet p. 19. Answers Appendix 6.
- **Colonisation and the Impact on Traditional Owners** Discuss the impact of European colonisation on Traditional Owners. Compare the different values and ideologies of Europeans and Traditional Owners and how this may have led to tension or conflict. Student Booklet p. 20 - 23. For further notes refer to Appendix 1.
- **Reflection** Undertake a final review of the K W L table and discuss student learning, new discoveries and things they found interesting. Reflect on the importance of learning about history and ways the past can inform decisions for the future. Student Booklet p. 24



St Bartholomew's Church, East Perth Cemeteries

APPENDIX 1

NOTES

The British Empire: Reasons for Colonial Expansion

Some of the reasons for colonial expansion include:

- **Economic factors** – the desire for new markets and natural resources
- **Industrial Revolution** – the expansion of towns and cities and increase in industrial production and technological advancements brought great wealth but also meant more raw materials were needed for growth. The industrial revolution and mechanisation of work that had previously been done by hand meant unemployment and subsequently crime increased, this also led to very poor living conditions and overcrowding in cities.
- **Competition among Nations**- another driving force for colonisation was the desire of European nations to have control of places in geographically strategic places and to have the largest amount of land and wealth. This was a time when the country with the strongest navy was in effect the greatest power; controlling the seas protected your maritime trade routes.
- **Penal Colonies**- An increase in population and crime meant large numbers of criminals clogged British prisons. Prior to the American War of Independence many were sent to the American colonies as cheap labour. After the War of Independence this was no longer an option and prison numbers increased again. Sir Joseph Banks, the botanist who sailed with Captain Cook aboard the *Endeavour* in 1779, suggested that Botany Bay on the East coast of Australia was a suitable place for a convict colony.
- **The Enclosure Acts**- passed by the British government, mainly between 1750 and 1860, brought an end to the “open field system of agriculture”. Under the open field system peasants had access to “common” land that was collectively owned and managed and which they could use. Common land was often large rural agricultural areas that villagers had certain rights to use and which they divided into narrow strips to cultivate. Before the Acts villagers also had rights to “wastes”, unproductive areas where villagers could collect firewood, fish or graze animals. Generations of poor people such as rural labourers depended on these open fields to grow food and the wastes to stop themselves from starving. Under the guise of making land more productive, the acts allowed for the consolidation or “enclosure” of wastes and common land into individual and privately owned farms. In this way much of Britain’s land was privatized. The landowners themselves were often parliamentarians. With access to common land denied, villagers could work for the large landowners or move to towns to compete for a limited number of jobs. Wages for both jobs were low because of the number of people competing for them and revolutions in agriculture and industry. Many jobs at the time were becoming mechanized. In this way the Enclosure Acts worked in conjunction with the Industrial Revolution. Rural people were both driven to and attracted to the urban factories. An alternative to struggling to find low-paid work with a large landowner or in a factory was to emigrate to overseas colonies. This is a verse from a poem about the Enclosure Acts:

*They hang the man, and flog the woman,
That steals the goose from off the common;
But let the greater villain loose,
That steals the common from the goose*

Early Years of the Colony

In May 1829 Captain Charles Fremantle laid claim to the western part of the continent and made limited preparations for the arrival of Captain James Stirling, who was to be the Governor of the colony, and many new European colonists. On 1st June 1829 the *Parmelia* arrived. By December 1829 five hundred colonists had arrived followed by another thousand over the next seven months.

Land had not been sufficiently explored or surveyed and fertile land was taken up very quickly. Arriving in winter and spring the colonists were buffeted by storms with limited shelter available. Possessions were ruined and many European colonists spent several uncomfortable months protected by canvas shelters on Fremantle beach. The onset of summer with flies, fleas, shortages of fresh water and food and the inadequate preparations for the early arrivals led to much discontent and caused many to leave for the Eastern Colonies. In 1832 more people left the Swan River Colony than arrived.

Flooding, disease and the harsh environment made for a slow and disappointing start for the new European colony but amid the hardship and grief there were many who worked hard to create a new life for themselves and their families. The colony began to grow after 1834 with the expansion of agriculture, new industries such as whaling and timber and the establishment of the Bank of Western Australia in 1837.

From the outset, until the introduction of convicts in 1850, there were difficulties with labour in the colony. Many who were granted land were not able to provide for their indentured servants and had to release them to work for someone who could. The colony took a few years to become established and without money being generated labourers sometimes went unpaid, leading to dissatisfaction. With a population of 2,132 in September 1838, and a workforce of just 788, half of whom were employed in agriculture, there was an acute labour shortage for construction and public works. The shortage of labour meant labourers could demand higher wages which not every employer could afford.

Colonisation of the Swan

After the Napoleonic Wars many soldiers and sailors were placed on half pay. One naval officer in this position was Captain James Stirling who was keen to create a career for himself. In the *HMS Success* he carried supplies to the existing colonies in Australia but was also covertly assessing other nations' interests in Australia and exploring further opportunities for British settlements. He undertook an exploratory journey in 1827 to the south west coast of "New Holland" and the Swan River to assess its suitability for a British colonial settlement. He saw numerous advantages of establishing a British Colony and lobbied the British government to establish a colony on the Swan River.

The Swan River Colony was to be for free colonists and not a penal colony like the other colonies in Australia at the time. The British Government was striving to keep costs low by only supplying a Governor, some administrators and some soldiers to protect the colonial settlement. The new colony was to be financed by private investors. The glowing reports provided to the Government by Stirling, botanist Charles Fraser, doctor Frederick Clause and artist Frederick Garling led to the establishment of the Swan River Colony and also contributed to Swan River Mania as people desperately tried to secure passage and take up the opportunity of free land.

Colonisation and the Impact on Traditional Owners

Changes to the environment made by European Colonists in the early years of the Swan River Colony meant native animals and plants were removed to make way for farms, buildings, roads and bridges. The environment that had supported abundant birdlife, kangaroos, reptiles, fish and seals that fed and clothed Traditional Owners of the South West of Western Australia, the Noongar people, for over 40 000 years was under attack. Colonists' activities such as clearing land, building fences, sheds and houses, planting crops, grazing stock and hunting native animals on the land and sea destroyed the traditional Noongar way of life. The Europeans failed to recognise or understand the impact they were having on Noongar belief systems, tribal traditions and lifestyles as they saw the land as a resource to be exploited to create material wealth.

Some early interactions were amicable but this was not a universal experience. For most Traditional Owners European colonisation represented the end of their traditional ways of life. Noongar people were forced into service and were tasked with some of the following:

- assisting Colonial exploration parties as trackers
- finding lost European children
- as mail carriers during the 1830s and 1850s, especially in the Bunbury and Vasse region
- domestic service
- farm labour assisting with ringbarking trees, burning off, collecting tree roots, fencing and locating lost stock
- assisting with locating water and bush tucker

These arrangements were seldom equitable and offered little if any benefit to the Traditional Owners. By the end of the first five years of settlement Noongar life had been greatly changed. The growth of the colonial settlement and differing values over land and lifestyle, meant tensions grew and cooperation between Traditional Owners and Europeans had dwindled.

A significant event which brought tensions to a head occurred in Pinjarra on 28th October 1834 between Murray River Noongar People (Bindjareb Noongar) and Stirling's party of 25 soldiers and police. It is one of the many clashes between Traditional Owners and Europeans that occurred across the colony. It is a significant event in the history of the Swan River Colony and referred to as either a Battle or a Massacre depending on the perspective.

A reminder: Historical information and discussion need to be factually based rather than emotive. This ensures students are free to develop their own emotional response to the events of the past, based on facts. References to explorers, colonists and settlers need to be dealt with sensitively as they imply the area was not explored or settled by humans prior to the arrival of the Europeans. This is not the case as Traditional Owners had been settled in WA for many thousands of years. Prefacing statements with the term 'European' i.e. European settler, European exploration clarifies this and helps to reduce distress to Traditional Owners. The same sensitivity must be applied when using terms found in historical material i.e. 'first woman in WA' 'first baby born in the Swan River Colony'. Open discussion with students about this factually incorrect historical perspective is encouraged.

Please note: there are different ways to spell some words such as Noongar, you are likely to find variations in other sources.

APPENDIX 2

Understanding Historical Language

Empire	Land controlled by a powerful country
Imperialism	Policy of extending power over another country
Industrial Revolution	Changes to industrial production with widespread economic and social impacts
Factory system	Mass production of goods by machines, rather than producing goods by hand in houses
Merchant ship	Trading ship
Transportation	Exile of convicts to a penal colony
Napoleonic Wars	Series of wars between Napoleon Bonaparte's French Empire and several European countries, 1803 to 1815
Colony	Territories ruled by a single authority e.g. the British government
Colonial Empire	A region ruled by a more powerful country (sometimes at a distance)
American War of Independence	American colonial fight to end British control, 1775 to 1782
Settlement	Peacefully residing in a location
Invasion	A forceful entry into another territory with the aim of conquest
Enclosure Acts	Laws made in Britain that allowed "common" land available to peasants to become owned by rich individuals
Self-Government	Creation of a constitutional government e.g. in Western Australia this led to control of its own internal politics and the formation of two houses of parliament

APPENDIX 3

Mapping the British Empire

Colony	Products
<i>India</i>	<i>tea, jute, textiles, cotton, silk, rice, salt, coffee, tea, spices</i>
<i>New Zealand</i>	<i>seals (skins), whales (oil), flax, timber, sheep, gold</i>
<i>Gibraltar</i>	<i>strategic location to re-supply ships</i>
<i>Malta</i>	<i>cotton, honey, cumin</i>
<i>Borneo</i>	<i>timber, pepper, tobacco, palm oil, rubber, tin</i>
<i>Fiji</i>	<i>cotton, sugar cane, sandalwood, sea cucumbers, turtle shell, whales (oil)</i>
<i>Mauritius</i>	<i>sugar cane, rice, tobacco, oranges, mangoes</i>
<i>Ceylon</i>	<i>coffee, tea, rubber</i>
<i>Hong Kong</i>	<i>opium, tea, porcelain, spices, salt</i>
<i>East Africa</i>	<i>control of the Nile, ivory, spices, slavery</i>
<i>Canada</i>	<i>fur, fish, oil, timber, cotton, wool, wheat, sugar, animal skins</i>
<i>Australia</i>	<i>wool, tallow, meat, gold, wheat, wine, silver</i>
<i>West Africa</i>	<i>gold, ivory, pepper, dyewood, indigo</i>

APPENDIX 4

The Establishment of the Swan River Colony

1. Another name for Great Britain. *United Kingdom*
2. The orange areas on the map were countries controlled by Britain in 1900. Together they're called *The British Empire*
3. At the height of its power it was said "the sun never sets on the British Empire" What does this mean? *The Empire was spread across all corners of the globe, it was so vast that at any point in time part of the Empire would be experiencing daylight.*
4. Across the world colonies were set up for many reasons. Why was the British Government interested in having colonies? *Trade of food, resources and goods only available from certain countries, control of trade routes and shipping movements and authority in countries with strategically beneficial locations.*
5. What is the difference between a penal settlement and a free settler colony? *A penal settlement is a colony established for convicts where prisoners were forced to serve out their sentence in a foreign country. They remained convicts with limited freedoms and minimal control of their lives.*
A free settler colony was established for people willing to migrate voluntarily. People were given land with opportunities to farm, to build a new life and accumulate wealth.
6. Whose exploratory journey in 1827 led to the establishment of the Swan River Colony?
Captain James Stirling
7. A botanist, a doctor and an artist were part of this 1827 journey. Who were they?
Frederick Clause, Charles Fraser and Frederick Garling
8. How did the colonies in Australia differ? What were the reasons a colony was established on the Swan River? *The colonies in Tasmania and New South Wales were established as penal colonies for the exportation of convicts from Britain. Western Australia was established as a free settlement without convicts, it was established for the purpose of cultivating agriculture.*

APPENDIX 5

Migration to the Swan River

1. Rich or upper class people *gentry*
2. Groups of people working together to make money *syndicates*
3. Go on board a ship *embark*
4. Come into another country *immigrate*
5. Fighting between France and Britain 1803 – 1815 *Napoleonic Wars*
6. An economic downturn *recession*
7. Leave a country to make a home in another country *emigrate*
8. A person who is transported for committing a crime *convict*
9. One sided publicity *propaganda*
10. Rapid growth of factories and towns *Industrial Revolution*
11. Eldest son inherits family property *primogeniture*
12. A person who invests to make a lot of money *speculator*
13. A person who chooses to emigrate *free settler*
14. Originating or occurring naturally in a place *indigenous*

APPENDIX 6

Understanding Historical Language

Mooro Country	Tribal land in the vicinity of Perth
Yellagonga	The tribal leader of Mooro Country “King of Mooro”
Noongar	Aboriginal people who have lived in the South West of Australia for over 60,000 years
Noongar territory	A triangular shaped piece of fertile land in the south west of WA. It extends from Geraldton to Cape Leeuwin and across to Esperance
Derbarl Yerrigan	Noongar name for the Swan River
Kinship	Extended family relationships based on skin groups
Djanga	Aboriginal interpretation of colonists as “returning spirits”
Terra Nullius	Land belonging to nobody. British law in Australia 1788 to 1992
Crown Land	Land in Australia was owned by the British monarch
Battle	Combat between opposing forces
Massacre	Murder of a group of unresisting people
Frontier conflict	Arguments and violence as colonists moved onto Aboriginal land
Warriors	Skilled fighters in a tribe
Initiation rituals	Rites of passage into adulthood
Gins / Piccaninnies	Slang terms once used to describe Aboriginal women and children, now considered derogatory
Marginalisation	Being pushed to the edge of society