

My history journal: What I know about my Australian history.....

Texts:



A suggested planning process for teachers:

Mind map 'My Australian history' ideas with the class on whiteboard/ smartboard... Everything you and they can think of....

Sort Mind map ideas into 4/5 key interest areas using a Structured overview or similar framework.

Suggested inquiry topics could be:

- *Aboriginal Australia*
- *What was happening in England and Europe in the 1800's*
- *Early explorers*
- *First settlers:*
- *The Swan river*
- *Convicts*
- *The 1850 gold rushes*

More??

Start looking at National curriculum areas for age / year group
Identify 2/3 key curriculum goals from each area.

History, Maths, Science, English, T and E, Art/ Design, etc.,

Connect mind map ideas with appropriate curriculum goals/ objectives and begin placing these into a generic Weekly task sheet .



Support students to plan their work over the course of the Inquiry using a weekly task sheet e.g .

Australian Curriculum year 5:	Task:	Parts of task	Date completed
<p>History: Key inquiry question: What do we know about the lives of people in Australia's colonial past and how do we know?</p>	<p>Write a diary for your History journal about an early settler living in his Perth home in 1890</p>		
<p>Literature: Reading processes: Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning</p>		<p>Research : What was happening in the 1890s? Remember to keep a list of your references and where you got your ideas from all the way through your research What was life like for an early settler living in the Swan River colony?</p>	
<p>Literacy: Comprehension strategies Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources Identify and locate relevant sources</p>		<p>What is your inquiry question? What do you want to know more about?</p>	
<p>Historical questions and research Identify questions to inform historical inquiry</p>		<p>Take WWWWW and H notes as you try to answer the inquiry.</p>	
<p>Historical skills Sequence historical events/ people</p>		<p>Plan out the structure of your diary: How long will you write about?</p>	
<p>History: Chronology, terms and concepts Use historical terms and concepts</p>		<p>Draw/ colour/ design the front cover of the diary with your Inquiry question as a focus.</p>	
<p>Literacy : Creating texts Plan draft and publish an imaginative text choosing text structures and</p>		<p>Write an Introductory paragraph:</p>	

language features appropriate to purpose			
Literacy : Creating texts Plan draft and publish an imaginative text choosing text structures and language features appropriate to purpose		Write your Concluding paragraph:	
Maths: Statistics and probability Construct a display using appropriate data type with and without technology		Create a diary plan or a timeline over a fortnight with a main idea for each day...	
History: Develop texts, particularly Narratives and descriptions that incorporate source material		Begin writing the day by day diary entries. Monday to Sunday.... Make sure you have a main idea in each paragraph	
Literacy: Editing Reread and edit using agreed criteria for text structures and language features		Compile all your pages and edit your diary entries draft	
Literacy: Editing Reread and edit using agreed criteria for text structures and language features		Compile your diary ready to add to your history journal	

Be clear with students about curriculum objectives for each lesson

Name and identify assessment process for each task , so that you and they know that they are working towards the final objective within each task. E.g Diary entry about life for an early settler above.

Get them involved in each step and if need be show them the curriculum guidelines that are guiding you.

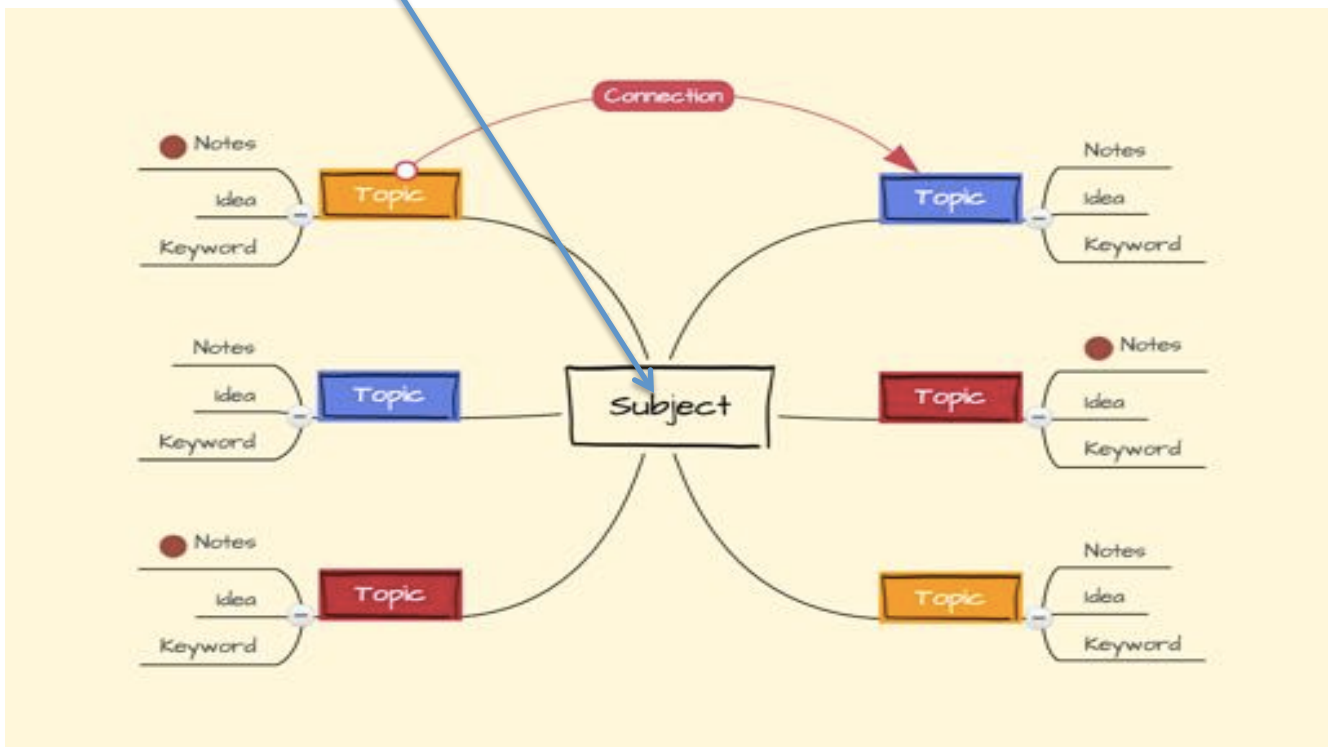
Be explicit all the way through the planning process....

AUSTRALIAN CURRICULUM YEARLY OVERVIEW – YEAR FIVE										
ENGLISH										
LANGUAGE	Language variation & change Understand that the pronunciation, spelling and meanings of words have histories and change over time	Language for social interaction Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships	Evaluative language Understand how to move beyond making bare assertions and take account of differing perspectives and points of view	Purpose, audience & structures of different types of texts Understand how texts vary in purpose, structure and topic as well as the degree of formality	Text cohesion Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold	Punctuation Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns	Concepts of print & screen Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation	Sentence & clause level grammar Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause		
	Word level grammar Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, thing or idea	Visual language Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, exploring their effect on viewers' interpretations	Vocabulary Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts	Spelling Understand how to use banks of known words as well as word origins, prefixes, suffixes to learn and spell new words	Spelling Recognise uncommon plurals, for example 'tooth'		LITERATURE	How texts reflect the context of culture & situation in which they are created Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts	Personal responses to the ideas, characters and viewpoints in texts Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others	
	Texts & the contexts in which they are used Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context	Listening & speaking interactions Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view	Listening and speaking interactions Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes	Oral presentations Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements	Purpose & audience Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text.	Expressing preferences & evaluating texts Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences		Features of literary texts Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses	Language devices in literary texts (including figurative language) Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes	
Reading processes Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning	Comprehension strategies Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources	Creating texts Plan, draft and polish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience	Editing Revises and edit students' own and others' work using agreed criteria for text structures and language features	Handwriting Develop a handwriting style that is becoming legible, fluent and automatic	Use of software Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements	Creating literary texts Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced		Experimentation & adaptation Create literary texts that experiment with structures, ideas and stylistic features of selected authors		
MATHEMATICS										
The proficiency strands describe the actions in which students can engage when learning and using the content. While not all proficiency strands apply to every content description, they indicate the breadth of mathematical actions that teachers can emphasise.										
PROFICIENCY STRANDS	Understanding	Fluency	Problem Solving	Reasoning						
NUMBER & ALGEBRA	Number & Place Value Identify and describe factors and multiples of whole numbers and use them to solve problems	Use estimation and rounding to check the reasonableness of answers to calculations	Solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental, written strategies and appropriate digital technologies	Solve problems involving division by a one digit number, including those that result in a remainder	Use efficient mental and written strategies and apply appropriate digital technologies to solve problems	Fractions and Decimals Compare and order common unit fractions and locate and represent them on a number line	Investigate strategies to solve problems involving addition and subtraction of fractions with the same denominator	Recognise that the place value system can be extended beyond hundredths	Compare, order and represent decimals	
	Money and Financial Mathematics Create simple financial plans	Patterns and Algebra Describe, continue and create patterns with fractions, decimals and whole numbers resulting from addition and subtraction	Use equivalent number sentences involving multiplication and division to find unknown quantities	STATISTICS & PROBABILITY	Chance List outcomes of chance experiments involving equally likely outcomes and represent probabilities of those outcomes using fractions	Recognise that probabilities range from 0 to 1	Data Representation and Interpretation Pose questions and collect categorical or numerical data by observation or survey	Construct displays, including column graphs, dot plots and tables, appropriate for data type, with and without the use of digital technologies	Describe and interpret different data sets in context	
MEASUREMENT & GEOMETRY	Using units of Measurement Choose appropriate units of measurement for length, area, volume, capacity and mass	Calculate the perimeter and area of rectangles using familiar metric units	Compare 12- and 24-hour time systems and convert between them	Shape Connect three-dimensional objects with their nets and other two-dimensional representations	Location and Transformation Use a grid reference system to describe locations. Describe routes using landmarks and directional language	Describe translations, reflections and rotations of two-dimensional shapes. Identify line and rotational symmetries	Apply the enlargement transformation to familiar two-dimensional shapes and explore the properties of the resulting image compared with the original	Geometric Reasoning Estimate, measure and compare angles using degrees. Construct angles using a protractor		
SCIENCE										
SCIENCE UNDERSTANDING	Biological Sciences Living things have structural features and adaptations that help them to survive in their environment	Chemical Sciences Solids, liquids and gases have different observable properties and behave in different ways	Earth and Space Sciences The Earth is part of a system of planets orbiting around a star (the sun)	Physical Sciences Light from a source forms shadows and can be absorbed, reflected and refracted	SCIENCE AS A HUMAN ENDEAVOUR YR 5&6	Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena	Important contributions to the advancement of science have been made by people from a range of cultures	Scientific understanding, discoveries and inventions are used to solve problems that directly affect people's lives	Scientific knowledge is used to inform personal and community decisions	
SCIENCE INQUIRY SKILLS YR 5&6	Questioning and Predicting With guidance, pose questions to clarify practical problems or inform a scientific investigation, and predict what the findings of an investigation might be	With guidance, plan appropriate investigation methods to answer questions or solve problems	Planning and Conducting Decide which variable should be changed and measured in fair tests and accurately observe, measure and record data, using digital technologies as appropriate	Use equipment and materials safely, identifying potential risks	Processing and Analysing Data and Information Construct and use a range of representations, including tables and graphs, to represent and describe observations patterns or relationships in data using digital technologies as appropriate	Compare data with predictions and use as evidence in developing explanations	Suggest improvements to the methods used to investigate a question or solve a problem	Communicate ideas, explanations and processes in a variety of ways, including multi-modal texts		
HISTORY: The Australian Colonies										
KEY INQUIRY QUESTIONS	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?						
HISTORICAL KNOWLEDGE & UNDERSTANDING	Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800	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	The impact of a significant development or event on a colony, for example, frontier conflict, the gold rushes, the Eureka Stockade, internal migration, the advent of rail, the expansion of farming, drought	The reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony	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 Torres Strait Islander peoples					
HISTORICAL SKILLS YR 5&6	Chronology, Terms and Concepts Sequence historical people and events Use historical terms and concepts	Historical Questions and Research Identify questions to inform a historical inquiry Locate information related to inquiry questions in a range of sources	Analysis and Use of Sources Compare information from a range of sources	Perspectives and Interpretations Identify points of view in the past and present	Explanation and Communication Develop texts, particularly narratives and descriptions, which incorporate source-materials Use a range of communication forms (oral, graphic, written) and digital technologies					
GEOGRAPHY										
KEY INQUIRY QUESTIONS	How do people and environments influence one another?	How do people influence the human characteristics of places and the management of spaces within them?	How can the impact of bushfires or floods on people and places be reduced?							
GEOGRAPHICAL KNOWLEDGE & UNDERSTANDING	The location of the major countries of Europe and North America in relation to Australia and the influence of people on the environmental characteristics of places in at least two countries from both continents	The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places	The influence of the environment on the human characteristics of a place	The influence people have on the human characteristics of places and the management of spaces within them	The impact of bushfires or floods on environments and communities, and how people can respond					
GEOGRAPHICAL INQUIRY AND SKILLS YR 5&6	Observing, questioning and planning Develop geographical questions to investigate and plan an inquiry	Collecting, recording, evaluating and representing Collect and record relevant geographical data and information, using ethical protocols, from primary and secondary sources, for example, people, maps, plans, photographs, satellite images, statistical sources and reports Evaluate sources for their usefulness and represent data in different forms, for example, maps, plans, graphs, tables, sketches and diagrams	Interpreting, analysing and concluding Represent the location and features of places and different types of geographical information by constructing large-scale and small-scale maps that conform to cartographic conventions including border, source, scale, legend, title and north point, using spatial technologies as appropriate	Communicating Present findings and ideas in a range of communication forms, for example, written, oral, graphic, tabular, visual and maps, using geographical terminology and digital technologies as appropriate	Reflecting and responding Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge and describe the expected effects of their proposal on different groups of people					
GENERAL CAPABILITIES & CROSS CURRICULUM PRIORITIES										
GENERAL CAPABILITIES	Literacy	Numeracy	ICT Competence	Critical and Creative Thinking	Ethical Behaviour	Personal and Social Competence	Intercultural Understanding	General capabilities are represented within and across the learning areas to different degrees.		
CROSS-CURRICULUM PRIORITIES	Aboriginal and Torres Strait Islander histories & cultures	Asia & Australia's engagement with Asia	Sustainability					Cross curriculum priorities are embedded in all learning areas. They will have a strong but varying presence depending on their relevance to the learning areas.		

Highlight the curriculum documents for the appropriate year with your students so that they know what they are working on.

Mind map:

What do I need to know about the history of Australia to make sense of my world today?



Inquiry topics:

- 1 Aboriginal Australia
- 2 What was happening in England and Europe in the 1800's
- 3 Early explorers
- 4 First settlers:
- 5 The Swan river
- 6 Convicts
- 7 Gold rushes

1. Aboriginal Australia

The aboriginal people have lived in Australia since the beginning of time. They belong to the land and the land belongs to them.



Palyku woman Ambelin Kwaymullina explains:

“For Aboriginal peoples, country is much more than a place. Rock, tree, river, hill, animal, human – all were formed of the same substance by the Ancestors who continue to live in land, water, sky. Country is filled with relations speaking language and following Law, no matter whether the shape of that relation is human, rock, crow, wattle. Country is loved, needed, and cared for, and country loves, needs, and cares for her peoples in turn. Country is family, culture, identity. Country is self.”

<https://www.creativespirits.info/aboriginalculture/land/meaning-of-land-to-aboriginal-people#ixzz4n3Hjg1rF>

When you are reading about the aboriginal people in the early days see if you can find the answers to some of the following questions.

- *What was aboriginal dreaming? How were the dreaming stories told?*
- *How important was the wisdom of the elders?*
- *What do the aboriginal people say about looking, listening and observation?*
- *What were the children doing?*
- *What were their homes like?*
- *Where did they sleep?*
- *What did they eat and cook?*
- *Where did they hunt?*
- *What did they use to catch their food? What jobs did the women have?*
- *What was their day to day life like?*

- *What are the aboriginal seasons of the year...*

Ask yourself some more questions that you are interested to explore.... Think about these questions too:

What do you think they might have thought of the European early settlers?

Did their arrival frighten them?

Had they seen people with white skin before?

Had they ever seen men on horses with guns?

Had they seen sheep or cows?

Did they both live happily together?

Could they?

Were the early settlers frightened of the aboriginal people?

Ask yourself some tricky questions about this..... What do you think?

What might have been some of the issues that they had to manage between them?

Go for a walk outside in the bush and sit down under a gum tree and think about this question for a while. Come up with some questions and answers and ask people if they agree with you....

Read and learn more.

NOW: What could your inquiry question about early aboriginal Australia be?



2. What was happening in Europe and England in the 1800's?



What was life like in London?

At this time London was the largest city in the Western world. It was very polluted. Coal was the main source of fuel and its fumes mixed with fog to produce horrible smog. Clean water was not available to the poorer people who were the majority. They lived in horrible slums, mostly in the East End. They were often unemployed and often were hungry even when they worked, as wages were so low. The men did heavy labor, often on the docks. The women did domestic labor. Some of the poor worked in factories. Women were paid less than men for the same job. Even children often had to work in factories to help support their families. There was a middle class which consisted of shopkeepers, etc. Their lives were a little more comfortable. They had houses and food which were decent for their time, but which were well below modern standards. Many of them did not have indoor plumbing. The rich lived luxuriously in beautiful mansions furnished with antiques. They dressed in expensive clothes and the women wore expensive jewels. Most of them had inherited wealth and they did not have to work. They ate dinners with as many as ten courses and went on to evenings at balls, the theatre, the opera, etc. The women spent the daytime visiting each other. The men spent their time at their clubs where they gambled and drank. Some of the men sat in Parliament or went to the "City" (the business district) to manage their companies for a few hours a day. The rich had many servants and went to their country homes on weekends.

What was life like in Cornwall or Yorkshire or Devon?

Make a list of 30 words that could describe England in the 1800's:

What would make a man or woman want to travel all the way from England to leave their family and sail to Australia on a sailing ship that could take 6-8 months?

Could he be looking for an adventure or could they be escaping from something or running away from trouble?

Create a mindmap of England in the 1800's... put every idea you have on your mindmap. Put them into categories or piles

Then: Highlight all of the main ideas.

Now choose one or two to explore in depth.

Start reading, reading, reading about this period of time. Collect ideas and explore your thinking...

Now: What might your inquiry question about the 1800's be?

Create a narrative to answer your inquiry question.

Keep your narrative for your History journal





3. Early explorers from 1616- 1829:

What was an explorer?

Why did explorers travel the world?

What were they looking for?

Why were they travelling the world's oceans in leaky sailing ships?



Have a look at a world map:

Start thinking about the distances that the early explorers travelled.

Map 4/5 journeys of explorers who came to Western Australia from their homeport to where they landed. Keep the maps for your History journal

Look at the long list below:

This is a timeline of significant events from the 1616 landfall of [Dirk Hartog](#) until the eventual settlement of the [Swan River Colony](#) in 1829:

1616 – [Dirk Hartog](#) in the *Eendracht* arrived at Cape Inscription and left a pewter plate. Coastal region in the vicinity is shown on Hartog's maps as [Eendrachtsland](#). Believed to be first landfall on Western Australian soil by Europeans. (An earlier 1606 encounter on the northern coast of Australia near [Papua New Guinea](#) by [Willem Janszoon](#) on the *Duyfken* is credited as being the first Australian visit by European explorers.)

Leith Hogan: Redgum Consulting
July 2017

1618 – [Dutch East India Company supercargo Willem Janszoon](#) on [Mauritius](#) landed on [North West Cape](#) – although sighting footprints, they did not meet the natives.

1618 – The [Zeewulf](#) made landfall north of [Eendrachtsland](#).

1619 – [Frederick de Houtman](#) in two ships bound for [Batavia](#) encountered dangerous shoals which were subsequently named [Houtman Abrolhos](#). Following successful navigation of the Abrolhos, Houtman made landfall in the region Hartog had encountered.



1622 – [Leeuwin](#) landed south of [Abrolhos](#).

1622 – English ship [Tryall](#) was wrecked on [Tryal Rocks](#) off the northwest coast; survivors spent a week on [Monte Bello Islands](#) before sailing to [Batavia](#) in a longboat.

1626 to 1627 – [Gulden Zeepaert](#) skippered by [François Thijssen](#) sailed along south coast towards [Great Australian Bight](#).

1629 – [Batavia](#) struck a reef of the [Abrolhos](#). Skipper [Francisco Pelsaert](#) sailed the ship's small boat to [Batavia](#) for rescue. After returning 3 months later found evidence of mutiny and many previous survivors murdered.

1656 – The [Vergulde Draeck](#) ([Gilt Dragon](#)) en route to [Batavia](#) was shipwrecked only 107 km north of the [Swan River](#) near [Ledge Point](#)

1658 – Three Dutch ships visited south coast searching for the [Vergulde Draeck](#): [Waekende Boey](#) under Captain [S. Volckertszoon](#), the [Elburg](#) under Captain [J. Peereboom](#) and the [Emeloort](#) under Captain [A. Joncke](#).

1681 – English navigator [John Daniel](#) on the [New London](#) charted part of the west coast of [Australia](#), including [Rottneest Island](#) and the [Wallabi Group](#) of [Houtman Abrolhos](#).

Leith Hogan: Redgum Consulting
July 2017

1688 and 1699 – [William Dampier](#) in the *Cygnet* explored the northwest coastline and sailed down the coast.

1697 – [Willem de Vlamingh](#) found Hartog's plate and replaced it with his own. He also explored the [Swan River](#) area.

1712 – The [Zuytdorp](#) with 286 on board was shipwrecked near [Kalbarri](#). The Dutch did not send a search party probably because no survivors were able to report the disaster. The crew were never heard from again, though it is probable that many initially survived because a campsite was found near the wreck.

1714 – Jean Pierre Purry proposed a Dutch East India Company settlement of Nuyts, Leeuwin and Edels Lands.^[6]

1772 – On 30 March, Frenchman [Louis Aleno de St Aloüarn](#) landed at Turtle Bay at the northern end of [Dirk Hartog Island](#) and claimed the island for France. [1]

1786 – King [Gustav III](#) of Sweden makes a contract with William Bolts to establish a colony at the Swan River.

1791 – [George Vancouver](#) made formal claim at Possession Point, King George Sound, [Albany](#).

1792 – Frenchman [Bruni d'Entrecasteaux](#) in charge of the *Recherche* and *L'Esperance* reached [Cape Leeuwin](#) on 5 December and explored eastward along the southern coast.

1801 – The French ships *Geographe* and *Naturaliste* under [Nicolas Baudin](#) and [Emmanuel Hamelin](#), explored much of the coast north from [Cape Leeuwin](#), including the [Swan River](#). They discovered de Vlamingh's plate.

1801 – [Matthew Flinders](#) sighted [Cape Leeuwin](#) en route to charting of southern Australian coastline.

1803 – [Matthew Flinders](#) completed the first [circumnavigation](#) of Australia

1803 – The *Geographe* and another French ship [Casuarina](#) followed much of the same coastline again on the way back to France.

1818 – [Louis de Freycinet](#) found de Vlamingh's plate and removed it to France.

1826 – On 26 October, Frenchman [Dumont d'Urville](#) in the *Astrolabe* visited [King George Sound](#) before sailing along the south coast to Port Jackson.

1826 – On 26 December, a military garrison was established on behalf of [New South Wales](#) at King George Sound with the arrival of Major [Edmund Lockyer](#) on the [Amity](#).

1827 – On 21 January, Lockyer formally annexed the western portion of Australia, now Western Australia, in a ceremony at [King George Sound](#).^[1]

Leith Hogan: Redgum Consulting
July 2017

1829 – *James Stirling* explored the *Swan River* area.

https://en.wikipedia.org/wiki/History_of_Western_Australia

Now: What might your inquiry question be about one of these explorers? Read about them.... Find out as much as you can. Keep notes.

Perhaps use WWW H and W as a structure for your note taking. *Tell the story of the journey of the explorer that you are interested in from their home port to their discovery in Western Australia.* Keep this recount for your history journal.



4A. The Early settlers:

Make a list of as many early settlers that came to Western Australia in the 1800's as you can.

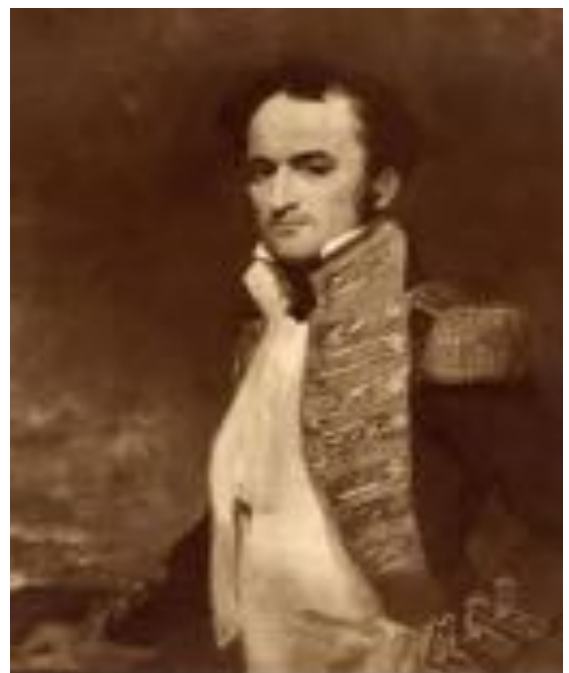
Where could you find their names?

Look at a map of Western Australia.

Check out the place names.

Now, see if you can match these place names to a list of early settlers.

e.g. Stirling, Ellenbrook, O'connor, Giles, Peel, John Forrest, Joseph Hardey, Tranby, Fremantle, Mt., Helena etc.,



What can you find out about one or two of the early settlers from texts in the library.

Use the framework Who? What? When? Where? How? and if you can, Why? to answer your own Inquiry question : or perhaps “ What led him or her to come to Australia?”

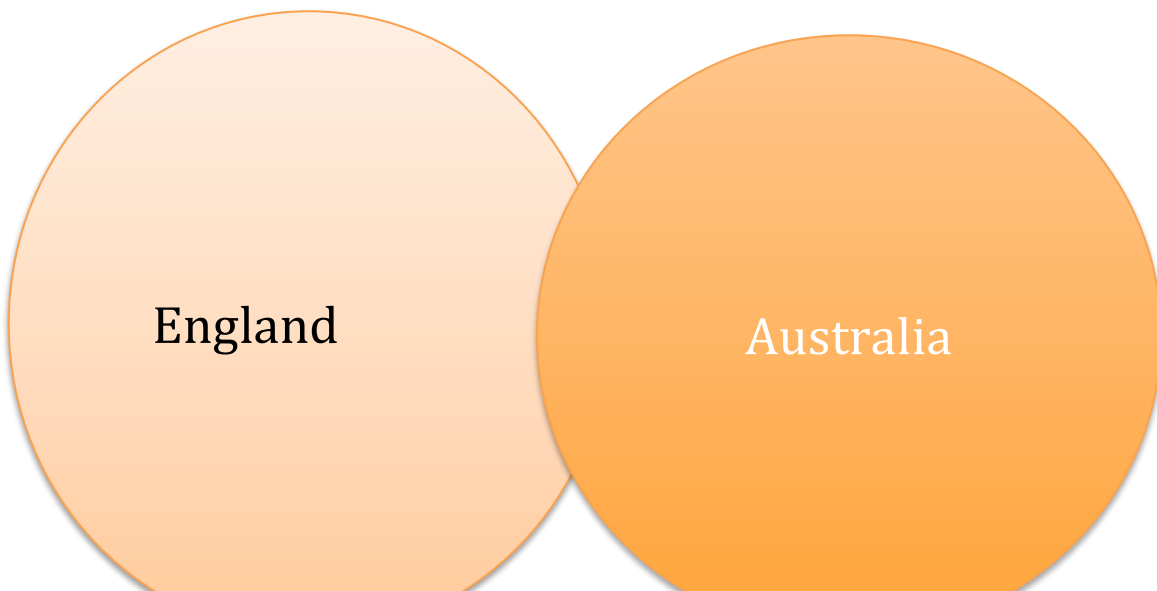
Turn your WWWWH and W into a diary of your early settler. Put your diary writing into your History journal.

See if you can use lettering from the 1800's to write the diary. Perhaps try writing with a calligraphy pen.

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z
a b c d e f g h i j k l m n o p q r s t u v w x y z
0 1 2 3 4 5 6 7 8 9 _ ? ! \$ ()

4B. What was life like for the Early settlers when they came to Australia?

Explore the similarities and differences in a Venn diagram.



What did the early settlers require to make their homes here in Perth?

Draw a home that you think an early settler might have made.

Plan it on graph paper.

Think about the size.

Remember there were no bricks to build with, just trees in the bush, and not much else.



When you have designed the house collect some pop sticks and match sticks and grass/ straw and make a model of the house with walls and roof, doors and windows.

Sit it alongside some other houses in a street but remember to create a yard where the family can keep a cow for milk.

Take a photo of the house you made and print it off to put into your history journal next to your design. Check out the house you created. Does it match your design?



Now:

4C: How did the early settlers negotiate with the Noongar people who lived on the same land?

Choose a location in country Western Australia such as Pinjarra, Northam, Kalgoorlie, Mandurah, Bunbury or Katanning and explore what happened.

What happened as the early settlers took over more and more of the land where the Noongar people lived?

Read about it and make WWW H and W notes.

Write up your notes as a diary entry from either the early settler or a Noongar family into your history journal.

Perhaps beginning as: 'I woke up one morning in my house and.....'

Save your narrative for your history journal.

5. The Swan river.



The early settlers had to make a choice about where they built their homes in Western Australia. The sailing ships arrived off the coast of Fremantle. The first explorer to sight the Perth area was the Dutch explorer Willem de Vlamingh. He arrived in 1697 and noticed the many flocks of black swans along the river so he named it the Swan river.

In 1827, Captain James Stirling and the botanist Charles Fraser became enthusiastic about the potential of the river and the fertile Swan river valley as a settlement for the early settlers.

Stirling founded the Swan river colony in Perth on 1st June 1829.

What interests you about the Swan River?

Where have you been along the river?

What do you know about it?

Write everything you possibly can think of about the Swan river.

Now have a look at what you want to know more about....

Think about some of these questions:

Do you know where the Swan river goes?

How far is it from your home or school?

How many Swans live on the river?

Where are their homes/ nests? Where are the birds?

Are there many living on the river?

What else is living in the river?

Are there fish, dolphins, crabs? What?

Are there reeds on the banks of the river.... Why?

What about the water in the river?

How healthy is the river?



Read about the Swan river and explore some of these questions.

Now choose an Inquiry question that you want to know more about.

Now create a diorama about the Swan river.

Plan each part: Look at the geography curriculum

Make sure you have notes to go alongside your diorama that you will include to answer your inquiry question such as:

- *A map of the Swan river*
- *The importance of the river to the aboriginal people*
- *The water in the river*
- *The plants*

Leith Hogan: Redgum Consulting
July 2017

- *The edges of the water*
 - *The animals in the river*
 - *Who looks after the river?*
 - *Where can we walk/ swim / play? etc.,*
- Upload your diorama to your history journal.

6. Convicts:



Who was going to do all the work that was needed to build an Australian colony?

How was Australia going to be able to function independently from England?

What did they need to do to:

- *Explore*
- *Build roads*
- *Manage convicts*
- *Find food to feed the colony*
- *Build buildings, schools, banks shops and resources*
- *Store water*
- *Create money to trade and purchase*
- *Store energy for light and heat*
- *Build homes for the people who lived in the colony?*

Between 1788 and 1868, 165 000 convicts were transported to Australia and formed the majority of the population for the first few decades of this penal colony.

*What had the convicts done that got them transported to Australia?
Why did they send them to Australia not Africa or India or somewhere else?*

Did the early settlers want them to come to help build the colony of Australia?

Under Governor Phillip, convicts were put to work according to their skills, building bridges, roads, hospitals and courthouses.



Can you identify a building in Western Australia that was made by convicts? What makes you think it was? Where is it?

Take a photo of it and tell the story that goes with it. WWWWH and W .

Upload this story into your history journal.

7. The Australian gold rushes:



[Australia 1851](#) was notable for the extension of representative Government to all the Australian colonies and for the first gold-field at Bathurst.

Early [Rumours of Gold](#): Specimens had been found by convicts; Count Strzelecki, Mr Clarke and Sir R. Murchinson expressed their belief that gold existed in Australia.

[Edward Hargraves](#) 1851 : Hargraves, a Bathurst settler, returned from California, with a hunch about gold fields in Australia. He eventually discovered a gold-field on Summerhill Creek, near the Macquarie river.

[Rush to the Gold Fields of Bathurst](#) was at first checked by the reports of disappointed gold diggers, but afterwards increased by the finding of a nugget worth £4,000.

[Government Gold Regulations](#) : Commissioners were appointed to superintend the gold fields at Ophir, Braidwood and Maroo ;and thirty shillings per month were charged for miner's license.

[Gold In Victoria](#) - In 1851 Gold was found in Victoria by Esmond, at Clunes ; also (through the reward offered by the Gold Discovery Committee), on the Plenty Ranges and Anderson's Creek.

[Gold in Ballarat](#) - In 1851 Ballarat was opened up by the prospectors from Clunes and Buninyong; a miner having dug below the claybeds found pockets of gold and Ballarat became the richest field in the world.

[Gold at Mount Alexander](#) - 1852 Sandhurst on the Bendigo Creek, attracted great number of men ; Melbourne and Geelong were almost deserted.

[Immigration During Australia's Goldrush](#) - Immigration raised the population from 70,000 (in 1850) to 400,000 (in 1856). Up to 1862 about £120,000,000 worth of gold was exported.

http://www.historyofaustraliaonline.com/Discovery_of_Gold_in_Australia.html

Create a time line of the discovery of gold in one of the Gold rush towns.



Show on a timeline what happened when:

Who came to Australia to search for gold?

Make a graph of the countries and numbers of gold diggers from each country who came to Australia.

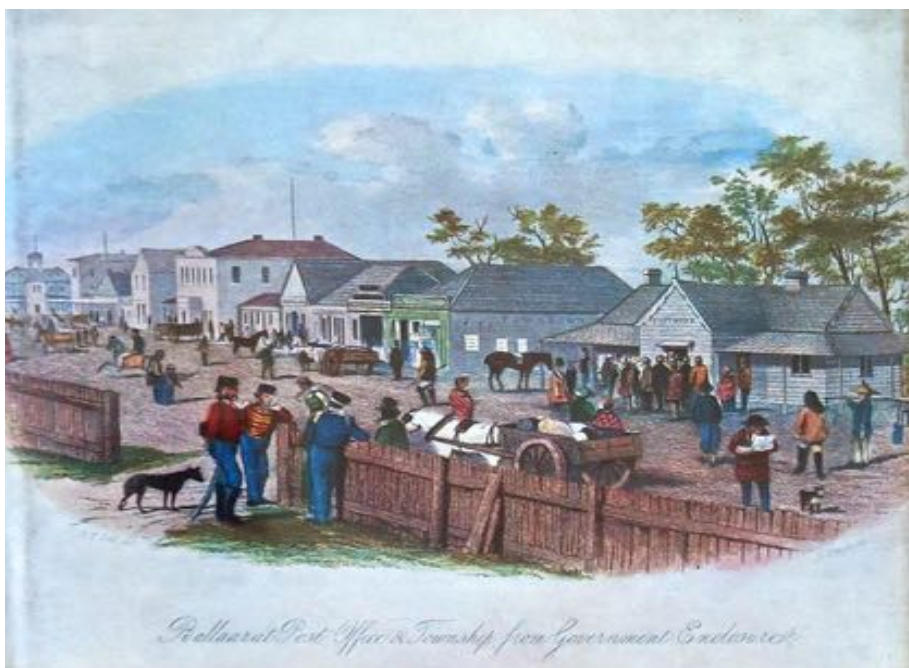
What interests you about the list above?

Create an inquiry question to help you get to the answer or

Try this one:

Why did over 31,000 Chinese people come all the way from China to the Ballarat gold fields in the 1850's? I wonder...

Upload your work into your history journal



Leith Hogan: Redgum Consulting
July 2017