



Year 3

The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area. (This is intended to be a local area study with a focus on one Language group; (ACHHK060))

Including Cross-curriculum priority: Aboriginal and Torres Strait Islander histories and cultures

- identifying the language groups of Aboriginal and Torres Strait Islander peoples who belong to the local area and explaining the relationship between language, country, place and spirituality

In the grounds:

- **Ballardong Noongar Six Seasons Garden Walk** – Aboriginal cultural heritage and environmental education, with accompanying leaflet.
- **Trees and plants** labelled with Noongar, botanical and common names.
- **Ceramic artworks** depicting native flora and fauna made by students of York District High School.
- Make your own **Sand Picture hands-on activity** area
- See also [Outdoor Worksheets](#)

Room 1

Interpretive panels:

- **Welcome to Ballardong Country** – an introduction to Ballardong Noongar cultural heritage and local sites of importance
- **Guerilla Warfare** – the conflict of Noongar people and earliest settlers
- **Clashes and Changes** – Imposition of European law, Aboriginal trackers



- Historic Aboriginal artefacts and contemporary artworks that show the relevance of Noongar culture today
- Hands-on jigsaw puzzle
- [See also Room 1 Worksheets](#)

Room 2

- **Ballardong Noongar Budjar** [Country] Interpretive panel giving further insight into the importance of land for the Ballardong people and the effects of settler farming upon them. A good explanation of the relationship between language, country, place and spirituality.
- Grinding on Boya [rock] Hands-on activity
- Film on TV: Ngulla Moort Doortj Koorliny [Our People Walking Together in Noongar Country]
- [See also Room 2 Worksheets](#)

Room 3

Four Women's Stories

A comparison of the lives of four different women from different backgrounds and eras. Lives of settler women illustrated through showcase displays and furniture/room settings. No objects relating to Noongar women and viewers are invited to think about why this might be.

Interpretation is through first-person quotes from historic diaries [settler] or direct interview [Noongar]. Although featured characters are female, the interpretation gives a general overall perspective of lifestyles of the periods.



- **'Lorna's Story'**
Noongar c1920-1970
- Stolen Generations
- Citizenship and divisiveness caused
- Struggle for education



- **'The Reserve'**
Noongar c1960 - 1973
- The York Aboriginal Reserve
- Housing, food, living conditions
- Social injustice
- [See also Room 3 Worksheets](#)

Supplementary information may be found at

<http://www.wheatbeltm.org.au/reports-publications/sustainable-communities/>

which has a number of useful publications relating to Aboriginal culture and land in the Avon Valley

The role that people of diverse backgrounds have played in the development and character of the local community (ACHHK062)

- using local sites, museums and online collections to identify the cultural groups within the local community and their influence over time (for example as reflected in architecture, commercial outlets and religious buildings) and comparing the development of the local community with another community

Including cross-curriculum priority: Asia and Australia's engagement with Asia

Room 2

From China and Albania – how migrant communities developed market gardening in York

- Chinese market gardening display, make-do, homemade implements
- Film on TV – York Chinese market gardeners return to China
- [See also Room 2 Worksheets](#)

Room 1

- **A New Start** – some reasons for settler migration, land grants, religious freedom, examples of early settlers experiences



- Contrasting collections of possessions brought here and home-made by early settlers
- Hands-on Spin the Drums activity
- Hands-on Burges Chest activity

- **Convicts Arrive** – The story of convict transportation told through the poignant diary of John Wroth who was sent to the York Convict Depot
- **The Guard's Grave** – Stories of the Pensioner Guards who accompanied convicts



- Bricks made by convicts, locks and shackles
- spectacular early wooden Pensioner Guard's grave headboard
- Hands-on Convict Feelybox
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ONE important example of change and ONE important example of continuity over time in the local community region or state/territory; for example in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life (ACHHK061)

- investigating a development in the local community from the time of European settlement to the present day (for example through photographs, newspapers, oral histories, diaries and letters)

Room 2

- **What Shaped the Town We See Today?** Interpretive panel explaining the main reasons behind the development of York: exploration point for pastoral expansion, goldrush and railway. Includes comparative map of explorer Charles Hunt's 1860's route and the Gt. Eastern Highway.
- Links can be made to studying historic buildings in the town.



- Linked Showcase display – **Travelling Through or Staying?** objects relating to transport [horse to motor] hotels and tearooms, links with development of town
- [See also Room 2 Worksheets](#)

Sequence historical people and events (ACHHS065)

- developing an annotated timeline or other visual representation of key stages of settlement, which features local, regional or state events and people of historical significance

Rooms 1 and 2 provide a very good timeline from pre-settlement to York's growth boom in the 1890's, fulfilling all above criteria

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- [See also Room 1 Worksheets](#)

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Use historical terms (ACHHS066)
• using historical terms (such as immigration, exploration, development, settlement and naming days of commemoration and emblems) when speaking, writing, and illustrating

Rooms 1 and 2 as above explain these concepts.

Pose a range of questions about the past (ACHHS067)
• posing appropriate questions when investigating the contribution that individuals and groups have made to the development of the local community ('Who?' 'What?' 'When?' 'Where?' 'Why?')
• posing appropriate questions when investigating the establishment of a local community ('How did people settle?' 'Who were they?' 'Why did they come to the area?')

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Identify different points of view (ACHHS069)

- identifying the meaning of celebrations from different perspectives (for example Australia Day for Aboriginal and Torres Strait Islander peoples compared with AngloAustralians)

Room 1

Study the **street banners made by local Ballardong Noongar artist** to contribute to the 175th Celebrations of York's settlement in conjunction with Interpretive panels:

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