



Year 4

**The diversity and longevity of Australia's first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the implications for their daily lives. (ACHHK077)**

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

- investigating precontact ways of life of the Aboriginal people and/or Torres Strait Islanders; their knowledge of their environment including land management practices; their sense of the
- interconnectedness of Country/Place, People, Culture and Identity; and some of their principles (such as caring for country, caring for each other and respecting all things)

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
- [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](#)

**Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival. (ACHHK079)**

- discussing reasons for the First Fleet journey, including an examination of the wide range of crimes punishable by transportation, and looking at the groups who were transported

discussing the treatment of prisoners at that time, and past and present views on the colonisation of Australia; investigating the daily lives and social standing of those who travelled to Australia on the First Fleet, including families, children and convict guards

Although the Museum does not deal directly with the First Fleet, it only being relevant to the Eastern States, Room 1 provides an excellent Western Australian perspective and examples of the above, through:

- **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

<b>The nature of contact between Aboriginal people and/or Torres Strait Islanders and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example families and the environment (ACHHK080)</b>
---

- |  |
|--|
| <ul style="list-style-type: none"> <li>• comparing the European concept of land ownership with the Aboriginal and Torres Strait Islander peoples' relationship with the land and sea, and how this affected relations between them</li> </ul>  |
| <ul style="list-style-type: none"> <li>• exploring early contact history with the British and the impact that British colonisation had on the lives of Aboriginal people (dispossession, dislocation and the loss of lives through conflict, disease, loss of food sources and medicines)</li> </ul> |
| <ul style="list-style-type: none"> <li>• exploring whether the interactions between Europeans and Aboriginal and Torres Strait Islander peoples had positive or negative effects</li> </ul>  |

## 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](#)

<b>Sequence historical people and events (ACHHS081)</b>
---

- |   |
|---|
| <ul style="list-style-type: none"> <li>• placing key events and people of early contact history in chronological order by creating timelines and explaining the sequence</li> </ul> |
|---|

Room 1 provides a very good timeline from pre-settlement to the 1850's; Room 2 from the 1850's to 1930's.

## Room 1

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

- See also Room 1 Worksheets

<b>Locate relevant information from sources provided (ACHHS084)</b>
---

- |   |
|---|
| <ul style="list-style-type: none"> <li>• finding historical information to determine the nature of colonial settlement, the impact of significant events and the role of individuals in shaping a colony</li> </ul> |
|---|

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



- See contrasting collections of possessions brought here and home-made by early settlers
- Hands-on Spin the Drums activity which compares the lives of early settlers Thomas and Eliza Brown and their indentured servant John Taylor
- Hands-on Burges Chest activity that explains the land grant system through miniature replicas of goods brought here by Samuel Burges and his family

<b>Develop texts, particularly narratives (ACHHS086)</b>
--

- |  |
|--|
| <ul style="list-style-type: none"> <li>• listing key events and people's experiences and linking them together to form a narrative about the past</li> </ul> |
|--|

Room 1 provides very good examples of key events and people's experiences from pre-settlement to the 1850's, Room 2 from the 1850's to 1930's, Room 3 from the 1870's to 1920's.

- |  |
|--|
| <ul style="list-style-type: none"> <li>• recounting the experiences of an individual based on researched facts (for example a biography, diary or journal of a navigator or convict on the First Fleet)</li> </ul> |
|--|

- **Convicts Arrive** – The story of convict transportation told through the poignant diary of John Wroth who was sent to the York Convict Depot. This is a very simple and succinct interpretation of John Wroth's diary which can be accessed as below, plus relevant objects and hands-on activity.

Supplementary information for teachers – copies of John Wroth's diary available online from the Battye Library, this talks about the journey on board the Mermaid and life in York. The original diary has been digitised and can be viewed online at:

<http://henrietta.slwa.wa.gov.au/search/?searchtype=X&SORT=D&searcharg=diary+john+wroth&searchscope=2&submit.x=34&submit.y=20#.UKShrGd5e6l>