

Year 5

Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800. (ACHHK093)

- investigating the reasons for the establishment of one or more British colonies such as a penal colony (for example Moreton Bay, Van Diemen's Land) or a colony that later became a state (for example Western Australia, Victoria)

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
- [See also Room 1 Worksheets](#)

The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed. (ACHHK094)

investigating colonial life to discover what life was like at that time for different inhabitants (for example a European family and an Aboriginal or Torres Strait Islander Language group, a convict and a free settler, a sugar cane farmer and an indentured labourer) in terms of clothing, diet, leisure, paid and unpaid work, language, housing and childrens' lives'.

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 in a New Country** – some reasons for settler migration, land grants, religious freedom, examples of early settlers experience
- 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
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- 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, includes some information about children's lives**
- Hands-on Burges Chest activity that explains the land grant system through miniature replicas of goods brought here by Samuel Burges and his family
- [See also Room 1 Worksheets](#)

- 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 Batty 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>

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| <ul style="list-style-type: none"> investigating the impact of settlement on the environment (for example comparing the present and past landscape and the flora and fauna of the local community) |
| <i>Including cross-curriculum priority - Sustainability</i> |

Room 2

- **Settlers gathered..... grazed and grew....and groaned!**

Farming practices from earliest settlement to present day.

‘gathered’ – natural resources, food animals, building materials, sandalwood, honey

‘grazed and grew’ - sheep and pastoral industry, wheat and cropping, agricultural machinery development;

‘groaned’ – rabbit plagues, drought, modern issues such as salinity , GM crops and animal rights activism.

Links to more agricultural implements outside the museum.



- A Furry Mystery Quiz hands-on activity that compares settler and Aboriginal use of native animals
- On the Scent of Sandalwood hands-on activity – uses of sandalwood
- Animal Crackers hands-on activity – matching objects used with animals by settlers
- Short film on TV – Chaff-cutting in York
- [See also Room 2 Worksheets](#)

The impact of a significant development or event on a colony; for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought. (ACHHK095)
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investigating an event or development and explaining its economic, social and political impact on a colony
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Room 2 deals with effect of the advent of rail transport, the 1890’s goldrush and the expansion of farming upon York, as described above in Settlers Gathered, Grazed Grew and Groaned.

- **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

Business Boomed

- Interpretive panel - Examples of local trades and industries, Flour Milling, Pharmacy, Edwards General Store, Printers of Eastern Districts Chronicle newspaper,
- Plus object displays of other trades, cobbler, tailor, builder, pharmacist.
Links can be made to historic buildings in the town
- 'What's My Job?' hands-on activity matching objects and professions of C19th York people [good gender balance]

The reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony. (ACHHK096)

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| <ul style="list-style-type: none">• identifying the reasons why people migrated to Australia in the 1800s (for example as convicts; assisted passengers; indentured labourers; people seeking a better life such as gold miners; and those dislocated by events such as the Industrial Revolution, the Irish Potato Famine and the Highland Clearances) |
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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
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investigating the experiences and contributions of a particular migrant group within a colony (for example Germans in South Australia. Japanese in Broome, Afghan Cameleers in the Northern Territory, Chinese at Palmer River, Pacific Islanders in the Torres Strait)

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

The role that a significant individual or group played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander peoples. (ACHHK097)

investigating the contribution or significance of an individual or group to the shaping of a colony in the 1800s (for example groups such as explorers or pastoralists; or individuals such as Blaxland, Lawson and Wentworth, G.J.Macdonald, Elizabeth and John Macarthur, Caroline Chisholm, Saint Mary Mackillop, Peter Lalor, James Unaipon)
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| <ul style="list-style-type: none">• exploring the motivations and actions of an individual or group that shaped a colony |
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Room 1 explains how the York Agricultural Society were a strong influence upon the shaping of the colony through their requests to bring convicts to Western Australia and in Room 2, how they funded explorers to help pastoral expansion, ran agricultural shows and events that contributed to the life of the town

- **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

Room 2 explains the role of explorer Charles Cooke Hunt in opening a route lined with water sources to the Coolgardie area and how this was utilised by later gold prospectors.

- **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.

Identify questions to inform an historical inquiry (ACHHS100)

developing key questions about the local community or region (for example: 'Why was the area settled?' 'What people came to live in the area?' 'How did they make their living?' 'How did men, women, and children live?')

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Room 2.



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

- **Settlers gathered..... grazed and grew....and groaned!**

Farming practices from earliest settlement to present day, primary production being a key factor in 'what people did [and still do] for a living' in the region.

'gathered' – natural resources, food animals, building materials, sandalwood, honey
'grazed and grew' - sheep and pastoral industry, wheat and cropping, agricultural machinery development;

'groaned' – rabbit plagues, drought, modern issues such as salinity , GM crops and animal rights activism.

Links to more agricultural implements outside the museum.



- A Furry Mystery Quiz hands-on activity
- On the Scent of Sandalwood hands-on activity
- Animal Crackers hands-on activity – match the object with its animal
- **Short film on TV** – Chaff-cutting in York

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

- Chinese market gardening display, make-do, homemade implements

Business Boomed

- Interpretive panel - Examples of local trades and industries, Flour Milling, Pharmacy, Edwards General Store, Printers of Eastern Districts Chronicle newspaper,
- Plus object displays of other trades, cobbler, tailor, builder, pharmacist.
Links can be made to historic buildings in the town
- ‘What’s My Job?’ hands-on activity matching objects and professions of C19th York people [good gender balance]

Identify and locate a range of relevant sources (ACHHS101)
• using internet search engines, museums , library catalogues and indexes to find material relevant to an inquiry
Locate information related to inquiry questions in a range of sources (ACHHS102)
• finding relevant historical information about colonial Australia from primary and secondary sources
Compare information from a range of sources (ACHHS103)
examining two sources of evidence to identify similarities and/or differences, and describing what they reveal about the past

The whole museum is a **fabulous primary source of evidence** through its **object collections and the building itself**. The **interpretive panels are reliable secondary sources, which are drawn accurately from quoted and identified primary sources**.

Identify points of view in the past and present (ACHHS104)
• identifying the different motives and experiences of individuals and groups in the past (for example the reasons people migrated to Australia and their diverse experiences)
Develop texts, particularly narratives and descriptions, which incorporate source materials (ACHHS105)
• using sources to develop narratives (for example reasons for the establishment of colonies, effects of key developments and events on colonies, the impact of significant groups or individuals on development)
• using some of the language devices of narratives, evocative vocabulary, and literary sentence structures but using real characters and events to tell their story
• creating visual, oral or written journals reflecting the daily life experiences of different inhabitants of a convict or colonial settlement

Throughout the museum, interpretation is drawn directly from primary sources of evidence such as diaries, newspaper reports, paintings and photographs with plenty of real characters and evocative vocabulary for inspiration to fulfil all of the above criteria.