

## HUMANITIES AND SOCIAL SCIENCES – HISTORY AND GEOGRAPHY

# OldPerth Year 5 Lesson Plan

OldPerth is a project created by the Curtin University HIVE in cooperation with the State Library of Western Australia. [OldPerth.org.au](http://OldPerth.org.au) provides a unique way of browsing historical photographs from the collections of the State Library of Western Australia.

This lesson plan for teachers is a suggestion of classroom activities that link with the study of geography component of the year 5 Humanities and Social Sciences syllabus in the Western Australian curriculum.

### Knowledge and Understanding

The patterns of colonial development and settlement (eg geographical features, climate, water resources, transport, discovery of gold) and how this impacted upon the environment (eg introduced species) and the daily lives of the inhabitants (eg Noongar people, convicts, and the free settlers). (ACHHK094)

The way people alter the environmental characteristics of Australian places (eg vegetation clearance, fencing, urban development, drainage, irrigation, farming, forest plantations and mining). (ACHGK027)

History key concepts	Geography key concepts	General capabilities
<ul style="list-style-type: none"> <li>- sources</li> <li>- evidence</li> <li>- continuity and change</li> <li>- cause and effect</li> <li>- significance</li> <li>- perspectives</li> </ul>	<ul style="list-style-type: none"> <li>- place</li> <li>- space</li> <li>- environment</li> <li>- interconnection</li> <li>- sustainability</li> <li>- scale</li> <li>- change</li> </ul>	<ul style="list-style-type: none"> <li>- literacy</li> <li>- information and communication technology capability</li> <li>- critical and creative thinking</li> <li>- intercultural understanding</li> </ul>

### Prior knowledge

In Year 4 History, students learned about the First Fleet including reasons for the journey, experiences following arrival, and the impact of colonisation on the environment and the lives of Aboriginal People.

In Year 4 Geography, students learned about the main characteristics (e.g. climate, natural vegetation, landforms, native animals) of the continents of Africa and Europe, and the location of their major countries in relation to Australia; and about the importance of environments to animals and people.

### Humanities and Social Science Skills

Students develop their understanding and application of skills, including questioning and researching, analysing, evaluating, communicating, and reflecting. They apply these skills to their daily learning experiences and to investigate events, developments, issues, and phenomena, both historical and contemporary.

Skills:

- Questioning and Researching (Q&R)
- Analysing (A)
- Evaluating (E)
- Communicating and Reflecting (C&R)

**Lesson Plan | Duration: 50 mins****Focus Questions/Learning Intentions**

Who were the people living in the Swan River Colony?

What were the significant developments in the Swan River Colony leading to the layout of the city of Perth as it is today?

How did the development of the Swan River Colony impact on the environment?

**Outcomes:**

At the end of this lesson, students will be able to:

- Understand more about the development of the Swan River Colony.
- Appreciate the environmental impact of the Swan River Colony establishment and development.
- Build on their experience with primary historical sources.
- Access digital resources including the OldPerth site and the State Library of Western Australia catalogue.

**Resources:**

- (Optional) Interactive board: open websites SLWA and OldPerth.
- Student devices linked to the internet: open websites OldPerth and State Library of Western Australia.  
[OldPerth.org.au](http://OldPerth.org.au)  
[slwa.wa.gov.au](http://slwa.wa.gov.au)
- Copies of A4 worksheet, 1 per student or per pair if working in pairs.
- Pens or pencils.

**Outline:***Introduction (6 mins)*

- Introduce the Swan River Colony as a topic and lead a discussion to gauge students' understanding. Raise questions regarding when the Swan River Colony was established and how it developed into today's City of Perth.
- Explain that the State Library of Western Australia collects and preserves published materials relating to Western Australia, including photographic collections. Students can use these materials to investigate the changes over time. Photographs taken at the time of the event are considered primary historical evidence.
- Discuss the difference between a primary and a secondary source of information and give examples of each. (Primary sources are original documents and objects which were created at the time under study. Secondary sources are accounts or interpretations of events created by someone without firsthand experience).

*Main Body (40 mins)*

- If using the Smartboard, demonstrate access to the OldPerth site, [OldPerth.org.au](http://OldPerth.org.au) and as a class investigate the site.
- Provide students with the devices they are to use. Guide students to work through questions 1–3 from the worksheet provided to explore the website OldPerth.
- Ask students to work through questions 4–5 on the worksheet. This can also be done together as a class.

- Use question 6 to stimulate class discussion. Using a smartboard to enable the class to explore and discuss the site together may be useful.

As a class discuss question 7. Consider when cameras were introduced to Western Australia and who would have had access to cameras. How deep would engagement with Noongar people have been? How much say would women have had in deciding what to record?

*Extension:*

- Select a location with a number of photographs, such as Perth Town Hall, Kings Park or London Court, and ask students to look up the history of the site and make a one page report referencing two or more of the associated photographs.
- Visit the sites Wadjuk City [spark.adobe.com/page/bZfSz/](http://spark.adobe.com/page/bZfSz/) and [cms.slwa.wa.gov.au/swan\\_river](http://cms.slwa.wa.gov.au/swan_river)  
Look at the early European maps of the Swan River Colony site and the locations of the wetlands. Consider the importance of the wetlands to the Noongar people

*Conclusion: (4 mins)*

- Wrap up with a whole class discussion: 'What is something new about the development of the Swan River Colony that you discovered?'
- Reinforce that photographs are useful sources of primary source historical information and that the State Library of Western Australia collects and preserves published material relating to Western Australia.

**Lesson Plan | Duration: 50 mins****Notes:**

The following is a list of texts that explore the topic of Western Australian colonial life:

- Greenwood, M. (2013). Jandamarra. Australia: Allen & Unwin.
- Greenwood, M. (2010). Ned Kelly and the Green Sash. Australia: Walker Books.
- Greenwood, M. & Lessac, F. (2011). The Legend of Moondyne Joe. Australia: Walker Books.
- Marsden, J. & Tan, S. (2010). The Rabbits. Australia: Hachette Australia. (This is an allegory exploring the theme of occupation which can be applied to the colonisation of Australia.)
- Ormerod, J. (2013). Lizzie Nonsense. Australia: Little Hare
- Owen Reeder, S. (2011). Amazing Grace: An Adventure at Sea. Australia: National Library of Australia.
- Saffioti, T. (2012). Stolen Girl. Australia: Magabala Books