

Mathematics Level 7

Chapter 1 — the knowledge spine

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How our community changes: causes, consequences and contributions

The ideas

1. Your community

A **community** is a group of people who share a place, or who share something important. Your class is a community. Your school is a community. The people who live in your street, your suburb or your town are a community too.

A community is made of **people** and **places**: houses, shops, parks, schools and roads, and the people who live, work and spend time there. Figure 1 shows one local community.

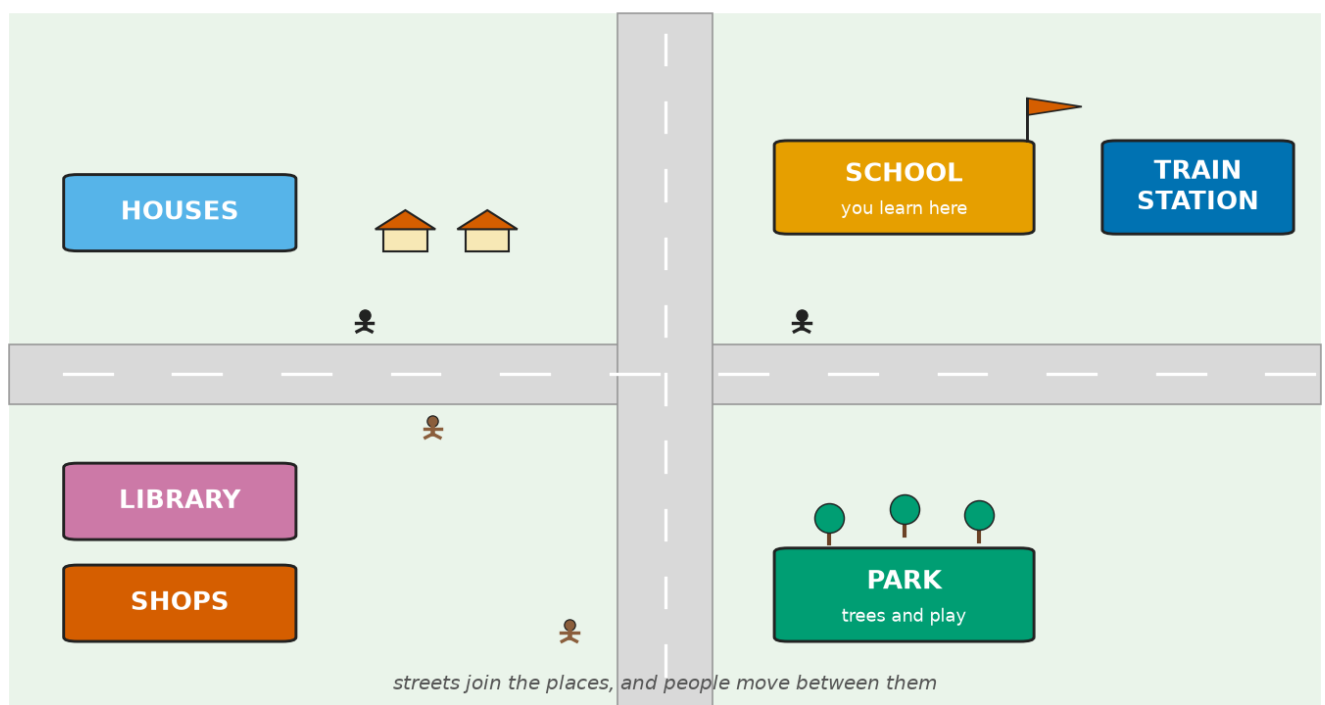
The words we are using. VCAA's plan for Year 4 history uses the ideas *local community* and *diverse backgrounds*, but it does not give them exact meanings. Other people may use these words with other meanings. In this section:

- your **local community** means the place where you live and go to school — your streets, your shops, your parks, and the people near you;
- **diverse backgrounds** means the different places, languages and ways of life that people, or their families, came from.

These are the meanings this section uses, so every question here can be answered with them.

One local community

A community is people and places. Your community may look different.



A labelled drawing of a local community, showing houses, a school, shops, a park, a library and a train station, with people walking and riding between them

Figure 1 One local community. Your community will look different, but it is still a community: people plus places.

2. Communities change

No community stays the same for a very long time. New people move in. New houses and shops are built. New foods, games and words arrive with new families. Some things change fast. Some things change slowly. Some things stay the same while everything around them changes.

People who study the past are called **historians**. A historian looks for clues to find out what life was like before, what changed, and why. In this section, you will be a historian of your own community.

3. Causes and consequences

Every change has a story. Historians use two big ideas to tell that story.

- A **cause** is what makes a change happen.
- A **consequence** is what happens because of the change.

One cause can have many consequences. Imagine a new train station opens in a town. The **cause** is that the station opens. The **consequences** might be: more people move near the station, new shops open, and the street becomes busier.

Consequences can become new causes. Busy streets may cause the town to build a bigger road. Change is often a chain.

4. Four questions about change

When historians study a change in a community, they ask four questions. Figure 2 shows them. You will use these questions again and again in this section.

1. **What is different now?**
2. **Why did it change?**
3. **Did it change slowly or quickly?**
4. **What happened because of the change?**

Four questions about change

Historians ask these questions about any change in a community.



Keep these four questions in mind for every change you study.

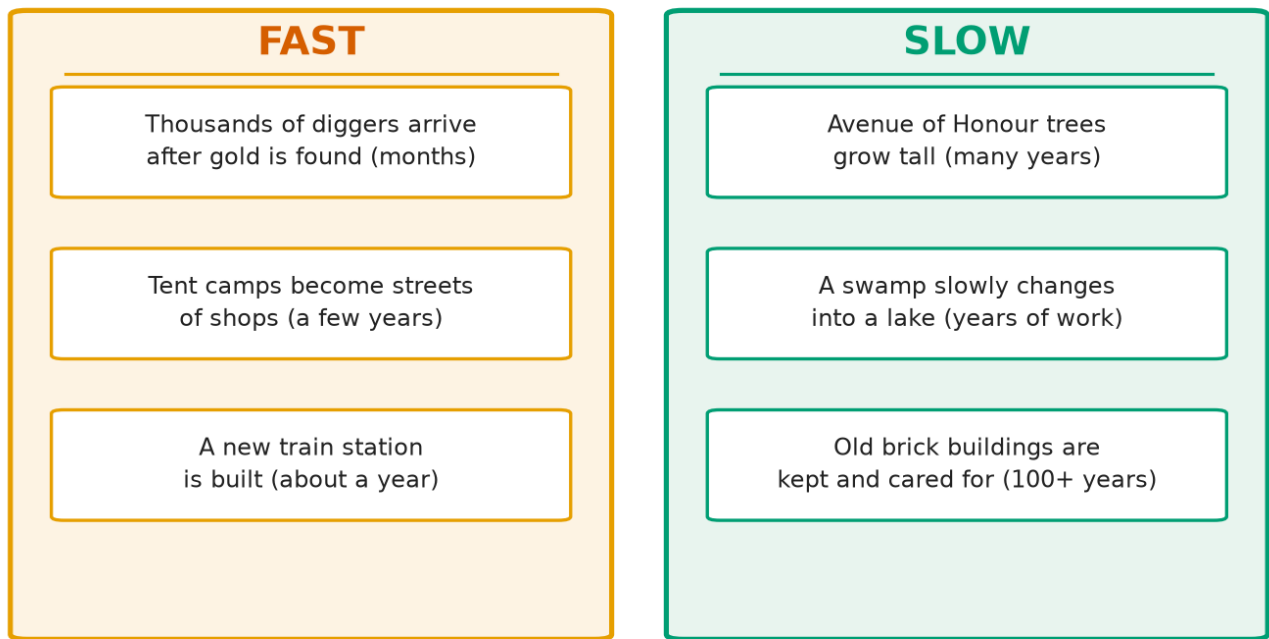
Four question cards on a shelf: What is different now? Why did it change? Did it change slowly or quickly? What happened because of the change?

Figure 2 The four questions historians ask about any change.

Changes can happen **fast** or **slowly**. When gold was found near Ballarat in 1851, thousands of people arrived within months. That was fast! A tree planted in a park takes many years to grow tall. That is slow. Figure 3 shows more examples of both.

Fast changes and slow changes

Real examples from Ballarat's history



Both are changes. Historians ask: how quickly did it happen?

A chart with two columns: fast changes and slow changes, each with three real examples from Ballarat's history

Figure 3 Some changes are fast. Some are slow. Both are still changes.

5. A community that changed fast: Ballarat

Now let us meet a real community with a big, fast change. **Ballarat** is a city in Victoria. We know a lot about its past because many sources from long ago are still kept today.

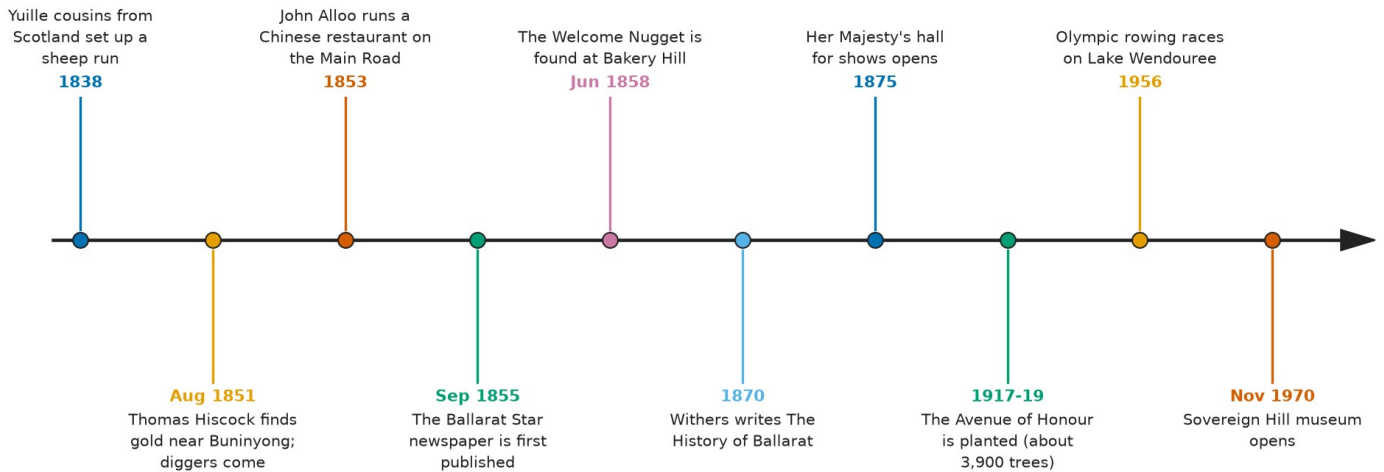
A sheep run. In 1838, two cousins from Scotland, William and Archibald Yuille, brought sheep to the area and set up a big sheep farm. For about 13 years after that, the area stayed quiet.

Gold! In August 1851, a man named Thomas Hiscock found gold in the ground near Buninyong, just south of Ballarat. He wrote a letter to the *Geelong Advertiser* newspaper to tell people about it. When the letter was printed, people hurried to the area to look for gold. These people were called **diggers**. A **goldfield** was an area where people looked for gold in the ground. (Digger and goldfield are history words from the gold rush.)

A rush of people. Diggers came from Melbourne and Geelong. Ships brought people from England, Scotland, Ireland and China, and from many other places. Some diggers came with their families. Figure 4 shows the real dates in Ballarat's story.

Ballarat's story: a real timeline

Each event really happened. The year tells you when.



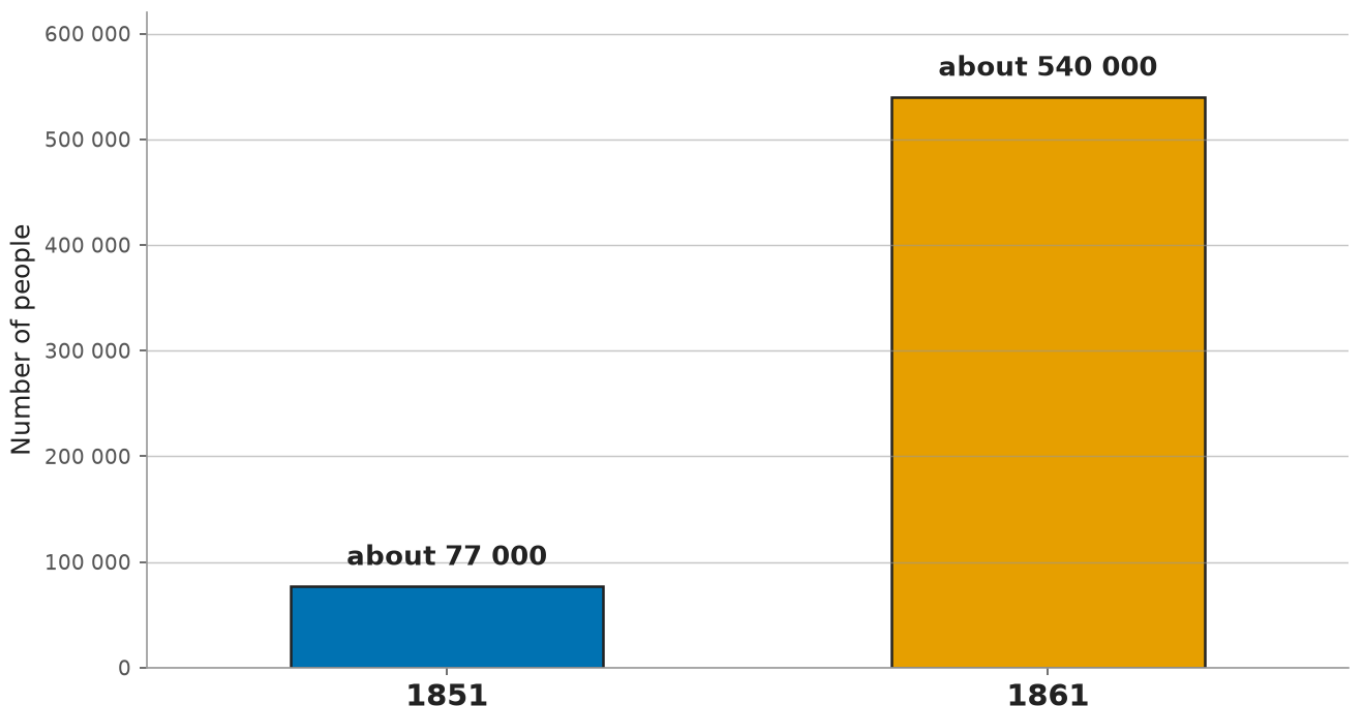
All dates are real. Sources for this section are listed at the end of 1A.

A timeline from 1838 to 1970 with ten dated events from Ballarat's history, drawn along a line with dots and labels

Figure 4 Ballarat's story, 1838 to 1970. Every date on this line is real.

Figure 5 shows how fast the number of people in Victoria grew during the gold rush. The numbers come from counts of the people made by the government in 1851 and 1861.

People living in Victoria, 1851 and 1861



In just ten years, the number of people grew about seven times.

Source: counts of the people made by the Victorian government in 1851 and 1861.

A bar chart with two bars: about 77,000 people lived in Victoria in 1851, and about 540,000 people lived there in 1861

Figure 5 The number of people living in Victoria, 1851 and 1861. Source: counts of the people made by the Victorian government in 1851 and 1861.

From tents to a city. The first diggers slept in tents made of canvas. Soon there were streets of wooden shops. Then came strong brick buildings. Ballarat got its own newspapers. The *Ballarat Star* was first published on 22 September 1855. The town got gardens, a lake, and a fine hall for plays and shows called Her Majesty's Theatre, which opened in 1875.

Lake Wendouree began as a swamp. The people of Ballarat changed it into a lake for boats, walks and picnics. One hundred years later, in 1956, the best rowers in the world raced on Lake Wendouree during the Olympic Games held in Melbourne.

A giant piece of gold. On 9 June 1858, a group of miners from Cornwall in England found a giant piece of gold at Bakery Hill in Ballarat. It was named the Welcome Nugget. It weighed about 69 kilograms — as much as a grown-up pony! It was one of the largest pieces of gold ever found in the world.

6. People from many backgrounds built Ballarat

The people who built Ballarat came from many **backgrounds**. Some were born in Australia. Many came from England, Scotland, Ireland and China. Later, people came from Italy, Greece, the Netherlands, Vietnam and many other places. A **migrant** is a person who moves from one place to live in another place. **Migration** is when people move to a new place to make their home. Migration is one big cause of change in communities.

Every group made **contributions**. A contribution is something someone does that helps their community or changes it. Figure 6 names some real people and groups from Ballarat's past, and what they gave to the community.

Real people who built one community

Ten real people and groups from Ballarat's past - and what they contributed.

Person or group	Background	Contribution	When
William and Archibald Yuille	cousins from Scotland	set up a big sheep run	1838
Thomas Hiscock	lived near Buninyong	found gold; his letter to a newspaper brought the diggers	Aug 1851
John Alloo	from China	ran a restaurant on the Main Road that fed hungry diggers	1853
S.T. Gill	born in England	drew pictures of life on the goldfields	early 1850s
Caroline Chisholm	from England	helped new families find safe places to stay on the long roads	1850s
Mary MacKillop	born in Melbourne to a family from Scotland	opened schools for poor children	from 1866
William Bramwell Withers	lived in Ballarat from the gold rush	wrote a book about Ballarat's history	1870
The people of Ballarat	the whole community	planted the Avenue of Honour: about 3,900 trees along 22 km of road	1917-19
John Brooksbank	came from England in 1851	a digger who built one of the first restaurants in the town	from 1851
Migrants from Italy, Greece, the Netherlands, Vietnam and more	came in later years	brought new foods, songs and ways of life	after 1945

Every person and group in this table is real. Their stories are told in this section and in its source list.

A table of real people and groups from Ballarat's past, listing their background, their contribution and the year

Figure 6 Real people and groups who contributed to one community. Their backgrounds were diverse. Their contributions were real.

Their contributions were of many kinds. These five words are useful for sorting contributions:

- **Economic** — to do with work, money and how people make a living. John Alloo's restaurant gave food to hungry diggers. It was a business that gave food and work.

- **Social** — to do with how people live together and help each other. Caroline Chisholm, who came from England, helped new families find safe places to stay on the long road to the goldfields. Mary MacKillop was born in Melbourne to a family from Scotland. She started a group of Catholic nuns, the Sisters of St Joseph, and opened schools for poor children.
- **Cultural** — to do with art, stories, food and ways of life. S.T. Gill, an artist from England, drew pictures of life on the goldfields, so we can still see it today. William Bramwell Withers wrote a book about Ballarat's history in 1870. New families brought new foods, songs and festivals.
- **Civic** — to do with the whole community. Between 1917 and 1919, the people of Ballarat planted the Avenue of Honour, a line of about 3,900 trees along 22 kilometres of road. Each tree was a memorial for a person from the area who served in World War I.
- **Environmental** — to do with the land, water, plants and animals. People changed a swamp into Lake Wendouree. They planted thousands of trees.

One digger's story. John Brooksbank came to Ballarat from England in September 1851. Years later, he wrote down what happened to him. He pitched his tent by a road and started to dig for gold. At Christmas he had a fine plum pudding with his mates. Later he brought his family to Ballarat and built one of the first restaurants in the town. His words are a **source** for the experiences of a migrant digger. You will meet more kinds of sources in the next part.

7. How do we know? The evidence

How do we know all this about Ballarat? Because of **sources**. A source is anything that tells us about the past. It can be something written, something made, something recorded, or the memories of a person. Sources are the **evidence** that historians use. Evidence is information that helps us answer questions about the past.

Figure 7 shows five kinds of sources. Each one has a real example from Ballarat.

Five kinds of sources

Each kind of source can be evidence for how a community changed.

Kind of source	What it is	A real Ballarat example
Photographs	pictures taken with a camera	old photos of Ballarat's streets and diggers, kept in museums and libraries
Newspapers	printed news, sold in the town	the Ballarat Star, first published 22 September 1855 - free to read at Trove
Oral histories	stories told aloud and recorded	a community member talking about what life was like in the area long ago
Diaries	books where people wrote what happened each day	diaries kept by diggers on the goldfields, like John Brooksbank's notes
Letters	written messages sent from one person to another	Thomas Hiscock's letter to the Geelong Advertiser about the gold, 1851

All five kinds are named in the Victorian Curriculum for this topic. You can find each one for your own community.

A table of five kinds of sources — photographs, newspapers, oral histories, diaries, letters — with a description and a real Ballarat example for each

Figure 7 Five kinds of sources that show how a community changed.

Some sources were made at the time being studied. These are called **primary sources**. A photograph taken in 1860 is a primary source for life in 1860. A newspaper printed in 1855 is a primary source for 1855. Some sources were made later by someone using older sources and memories. These are called **secondary sources**. Withers's book, written in 1870 about events from 1851, is a secondary source. (You will learn more about primary and secondary sources in Section 2C.)

An **oral history** is a story about the past, told aloud and recorded. When you ask someone questions and record their answers, that is called an **interview**. You can make an oral history by interviewing an older person about their life.

You can find sources about your own community too. Old newspapers from many Australian towns are free to read online at Trove, the National Library of Australia's website. Local libraries keep old photographs. Museums keep old objects. And the people around you carry memories.

8. Then and now

Figure 8 puts it together. It compares three parts of Ballarat life long ago and today.

Then and now: Ballarat

Three parts of community life, long ago and today.

Part of life	THEN (long ago)	NOW (today)
Entertainment	plays, shows and concerts in halls; Her Majesty's Theatre opened in 1875	the same hall still hosts shows; cinemas, sports and concerts too
Buildings	first canvas tents, then wooden shops, then strong brick buildings	many gold-rush brick buildings still stand, next to new shops and homes
Lake Wendouree	a swamp, changed by the townspeople into a lake for boats and picnics; Olympic rowing races there in 1956	a lake for walks, boats and picnics, with birds in the park around it

Look at each row and ask the four questions: What changed? What caused it? How quickly? What are the consequences?

A then-and-now table comparing entertainment, buildings and Lake Wendouree in Ballarat in the 1850s and today

Figure 8 Then and now: entertainment, buildings and the lake.

Look at each row. Ask the four questions: What is different now? Why did it change? Did it change slowly or quickly? What happened because of the change?

9. Now look at your own community

Your community has a history too. Its streets, shops, parks and names all have stories. In the practice tasks below, you will use the four questions, the idea of causes and consequences, and the idea of contributions to study your own local community.

Worked examples

Example 1 — with help: sort the causes and the consequences

Task. Ballarat grew from a quiet sheep run into a busy city. Sort these real facts into causes, the change itself, and consequences.

- Gold was found near Buninyong in August 1851.
- News of the gold was printed in newspapers.
- Thousands of diggers and their families came from many places.
- Tents were replaced by shops, hotels and brick buildings.
- The town needed newspapers, gardens, a lake and places for shows.

Working

Comment

Cause 1: Gold was found near Buninyong in August 1851.

Finding the gold started the story. It made the other things happen, so it is a cause.

Cause 2: News of the gold was printed in newspapers.

The news is also a cause. It told people about the gold, so they came.

The change: Thousands of diggers and their families came from many places. Tents were replaced by shops, hotels and brick buildings.

These sentences say *what* changed: the people and the buildings.

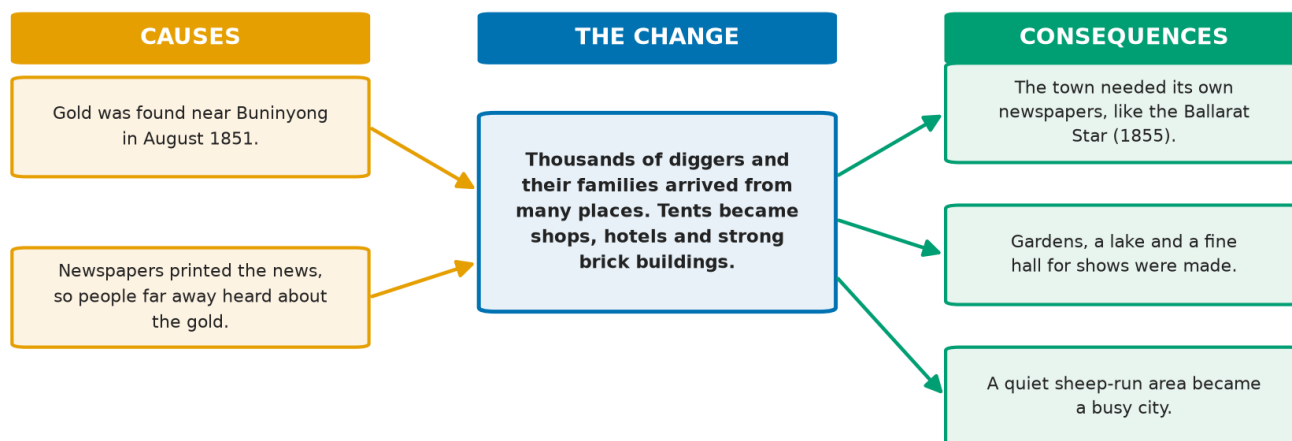
Consequences: The town needed newspapers, gardens, a lake and places for shows.

These things happened *because* so many people came to live there.

Notice: one cause (gold found) led to a second cause (news spread), then to the change (people and buildings), then to consequences (new things the town needed). Causes and consequences often form a chain. You can draw this chain as a picture. That picture is called a visual organiser. Figure 9 shows one.

Causes and consequences: a visual organiser

The real story of Ballarat's big change, sorted into causes, the change, and consequences.



One cause can lead to another cause. Consequences can become new causes. Change is often a chain.

Copy this shape for your own community: causes on the left, the change in the middle, consequences on the right.

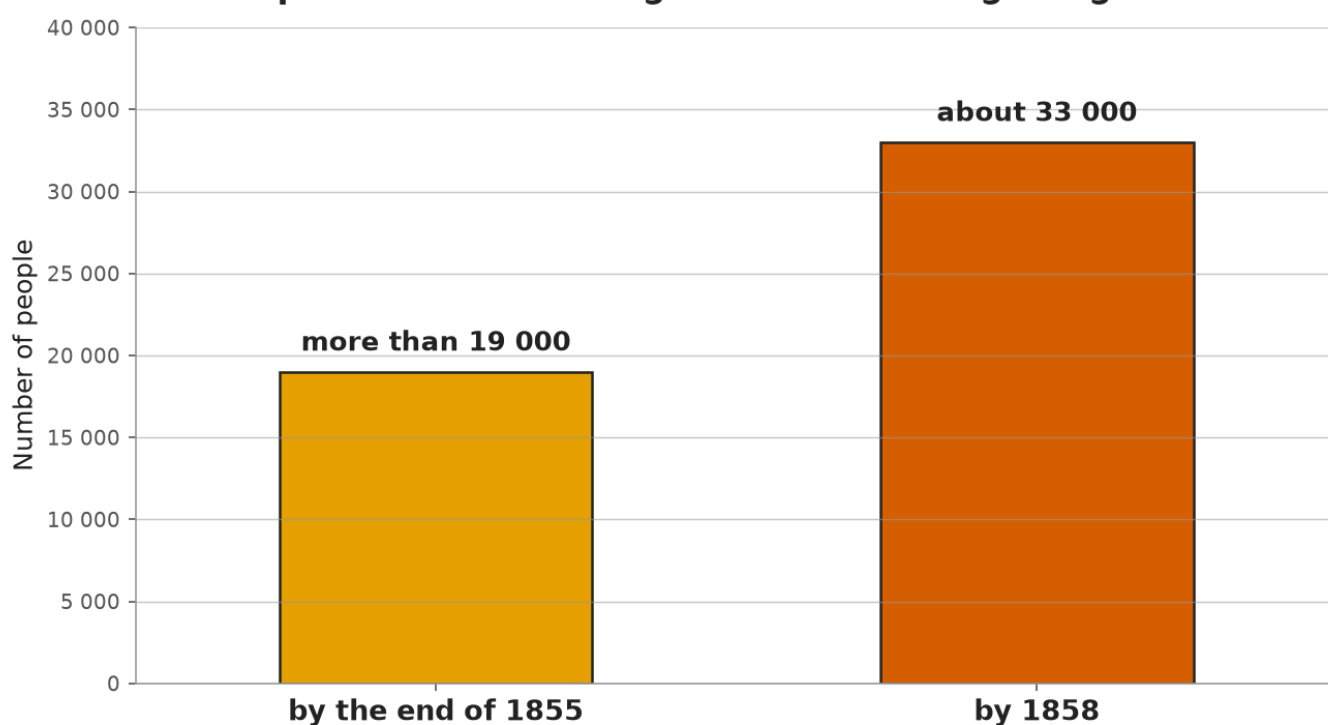
A visual organiser showing causes on the left, the change in the middle, and consequences on the right, joined by arrows, using the real story of Ballarat's growth

Figure 9 A causes-and-consequences organiser for Ballarat's change. You can copy this shape for your own community.

Example 2 — with help: read a real chart

Task. Figure 10 shows the number of people from China who were living in Victoria during the gold rush. The numbers come from counts made at the time. Answer the questions in the table.

People from China living in Victoria during the gold rush



Many thousands of people from China came to the Victorian goldfields in only a few years.

Source: counts of the people made by the Victorian government in the 1850s.

A bar chart with two bars: more than 19,000 people from China lived in Victoria by the end of 1855, and about 33,000 lived there by 1858

Figure 10 People from China living in Victoria, 1855 and 1858. Source: counts of the people made by the Victorian government in the 1850s.

Question	Answer	How we know
What does the chart show?	The number of people from China living in Victoria, in 1855 and in 1858.	Read the title and the labels.
How many were there by the end of 1855?	More than 19,000.	Read the label above the first bar.
How many were there by 1858?	About 33,000.	Read the label above the second bar.
What happened between 1855 and 1858?	The number grew by about 14,000 people.	$33,000 - 19,000 = 14,000$. The second bar is much taller.
What does this tell us about the community?	People from China were a big part of the goldfield community, and their number grew fast.	The chart shows a fast rise. Sources such as John Alloo's restaurant show that people from China lived and worked at Ballarat too.

Practice questions

With help

Q1. Match each word to its meaning. Write the letter of the meaning next to the word.

Word		Meaning
cause	...	a information from sources that helps us answer questions about the past
consequence	...	b what makes a change happen
contribution	...	c what happens because of a change
evidence	...	d something someone does that helps or changes their community

Q2. Look at the facts below from the Ballarat story. Write **C** for a cause and **K** for a consequence.

- Thomas Hiscock wrote a letter to a newspaper about the gold.
- Thousands of diggers came to the area.
- Shops, hotels and houses were built.
- People needed news, so newspapers were published.
- The community planted gardens and trees.

Q3. Look at Figure 5, the chart of Victoria's people.

- About how many people lived in Victoria in 1851?
- About how many lived there in 1861?
- What happened to the number of people in those ten years?
- What caused this change?

Q4. Copy and complete the table. Use Figure 6 to help you.

Person or group	Background	Contribution
John Alloo	...	...
S.T. Gill	born in England	...
...	lived near Buninyong	found gold in August 1851
Caroline Chisholm	...	helped new families
...	cousins from Scotland	set up a sheep run in 1838

Q5. Write **fast** or **slow** next to each change.

- Diggers arriving after gold was found. ...
- Trees in the Avenue of Honour growing tall. ...
- A tent camp becoming streets of shops. ...
- Gardens growing in a new park. ...

Q6. You are going to make an oral history. Write three questions you could ask an older person about your local community. Use these starters, and add one of your own.

- What was our street like when you were young?
- Which place in our town do you remember best? Why?
- ...

If your class invites a community member to speak, you could ask them these questions and record the answers.

On your own

Q7. Choose one person or group from Figure 6. Write three sentences about them: who they were, where they came from, and what they contributed to the community.

Q8. Think about your own local community. Choose one change — a new shop, a new road, a closed school, a new park, anything real. Use the four questions to write about it. What is different now? Why did it change? Did it change slowly or quickly? What happened because of the change?

Q9. Think of a change at your school — a new building, a new rule, a new garden. Write one cause of the change and two consequences of it.

Q10. “Sources help us know what life was like long ago.” Write two or three sentences about why sources and evidence matter. Use the words *source* and *evidence*.

Task: reading a real source about change

In this task you will read a real source, then ask questions of it.

Source 1 — words written in 1870

William Bramwell Withers wrote a book called *The History of Ballarat* in 1870. He had lived in Ballarat since the gold rush. He wrote that he had seen the town grow ‘from a collection of canvas tents among the trees ... to its present condition’. Then he wrote:

‘Less than 20 years ago there was not a house where now stands this ... city.’

— William Bramwell Withers, *The History of Ballarat*, first published 1870; quoted from the 1887 text held by Project Gutenberg Australia (accessed 24 August 2026).

1. Is Source 1 a primary source or a secondary source? Give one reason for your answer.
 2. According to Withers, what has changed at Ballarat?
 3. Find and copy the words that tell you *how quickly* the change happened.
 4. From what you learned in this section, what caused the change that Withers describes?
 5. Withers called Ballarat a ‘wealthy’ city. From what you learned in this section, what made Ballarat wealthy?
 6. Name one place in Ballarat today where you can see evidence of the town’s history. Explain how it shows the past.
-

Answers

Q1. cause → b; consequence → c; contribution → d; evidence → a.

Q2. a C (the letter helped bring people); b K; c K; d K; e K. (b, c, d and e all happened *because of* the gold discovery, so they are consequences. You could argue that b is also a cause of c — well spotted if you said so! A consequence can become a new cause.)

Q3. a About 77,000. b About 540,000. c It grew about seven times bigger — a very big rise in ten years. d The gold rush: gold was found in 1851, and people came from all over the world to look for it.

Q4. John Alloo — from China — ran a restaurant on Ballarat’s Main Road in 1853. S.T. Gill — drew pictures of life on the goldfields. Thomas Hiscock — lived near Buninyong — found gold in August 1851. Caroline Chisholm — from England — helped new families find safe places to stay. William and Archibald Yuille — cousins from Scotland — set up a sheep run in 1838.

Q5. a fast; b slow; c fast; d slow.

Q6. Example third question: “What shops or places have disappeared since you were young?” Any sensible question about the student’s own community is fine. Good questions ask about change, causes or memories.

Q7. Example: John Alloo came from China to Ballarat. In 1853 he ran a restaurant on the Main Road. His restaurant gave food to the diggers, so he made an economic contribution to the community.

Q8. Example: A new supermarket was built on an old field near my house. What changed: the field became a shop. Cause: the town grew and people needed a shop closer. Speed: the building took about one year, so quite fast. Consequences: more cars use our street, and people can shop close to home.

Q9. Example: Our school built a new library. Cause: the old library was too small for all the classes. Consequences: more students can read there at once, and the old room became a classroom.

Q10. Example: Sources matter because they are our evidence about the past. Without sources, we could only guess what life was like. Photographs, newspapers, letters and memories all give us clues we can check.

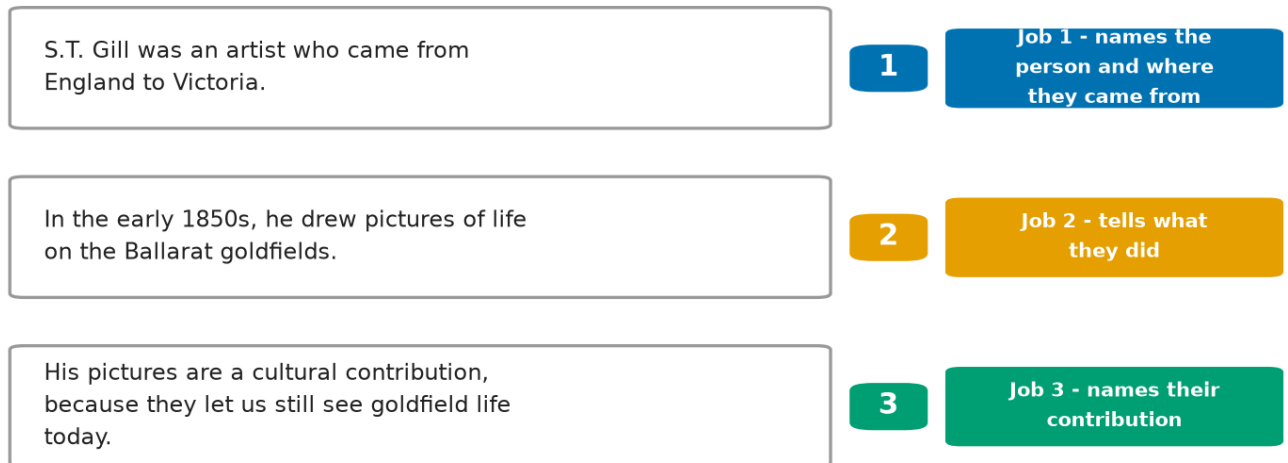
Model responses

A **model response** is a full example answer. Read these to see what a strong answer looks like. Then write your own.

Model for Q7 (one person's contribution):

A model paragraph for Q7

About S.T. Gill. Each sentence does one job.



Your paragraph can follow the same three jobs for any person or group from Figure 6.

Model answer for Practice question Q7.

A model paragraph answering question 7 about S.T. Gill, written in three clear sentences with the contribution named

Figure 11 A model paragraph for Q7. Notice the three jobs it does: it names the person, says where they came from, and names their contribution.

Model for Q8 (a change in a local community):

One change in my town is the new train station. It opened last year where the old bus stop was. The change happened because more families moved to our town and needed a faster way to get to work. It happened quite quickly — the station was built in about a year. The consequences are that more people catch the train, the shops near the station are busier, and some buses were changed to meet the trains.

Notice the four questions in the model: what changed (a new station), the cause (more families needed a faster way to travel), the speed (about a year), and the consequences (busier shops, changed buses).

Model for Q10 (why sources matter):

Sources matter because they are the evidence we use to study the past. A photograph or a letter made long ago can show us what life was like, and we can check it against other sources. Without evidence, our ideas about the past are only guesses.

Sources used in this section

Everything named in this section is real. These are the sources the facts were checked against (accessed 24 August 2026):

- Withers, W.B., *The History of Ballarat*, first printed 1870; quoted from the 1887 printing held by Project Gutenberg Australia, ebook 1304971.
- Population numbers for Victoria (1851 and 1861) and numbers of people from China in Victoria (1855 and 1858): government counts of the people, as reported in 'Victorian gold rush', Wikipedia.
- Welcome Nugget (9 June 1858, Bakery Hill, about 69 kg): 'Welcome Nugget', Wikipedia.

- Ballarat dates and places — Yuille sheep run (1838), *Ballarat Star* (first published 22 September 1855), Her Majesty's Theatre (opened 1875), Lake Wendouree rowing at the 1956 Olympic Games, Sovereign Hill (opened 29 November 1970), Avenue of Honour (about 3,900 trees along 22 kilometres): 'Ballarat', 'Sovereign Hill' and 'Avenue of Honour', Wikipedia.
- S.T. Gill (born 1818 in England; drew the Victorian goldfields in the early 1850s): 'S.T. Gill', Wikipedia.
- Caroline Chisholm (born 1808 in England; came to Australia in 1838; helped families on the goldfields roads): 'Caroline Chisholm', Wikipedia.
- Mary MacKillop (born 1842 at Fitzroy, Melbourne, to a family from Scotland; helped start the Sisters of St Joseph in 1866): 'Mary MacKillop', Wikipedia.
- Old Ballarat newspapers, including the *Ballarat Star*, can be read free at Trove, the National Library of Australia's website.

Australia's special days, flags and emblems

For the teacher — VC2 codes: History, Levels 3–4, content description VC2HH4K03 (wording not reproduced).

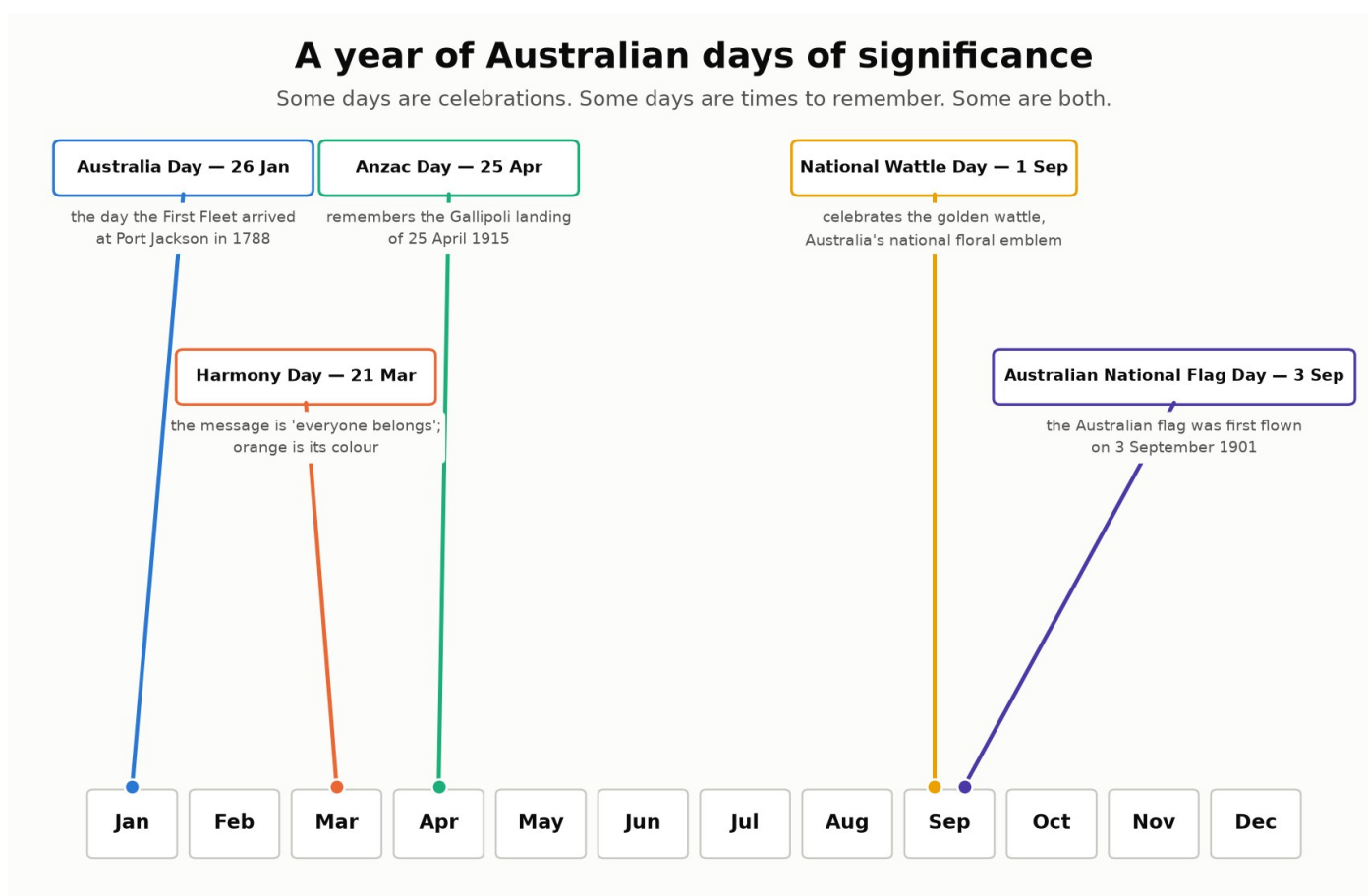
This section is built on the elaboration codes .E01, .E02, .E03 and .E04, using their other examples. (*Book note: the TOC's D3 rule says the First Nations parts named in some elaborations are not taught in this book; the codes are kept so the section can be checked against the curriculum.*)

Words to know (subject terms, defined at first use):

- **symbol** — a thing that stands for an idea or a group of people.
- **emblem** — a special symbol chosen to stand for a place or a group.
- **celebrate** — to show joy about a day or an event, with activities and traditions.
- **commemorate** — to remember and show respect for an event or for people from the past.
- **significance** (adjective **significant**) — the importance something has for people; why it matters to them.
- **perspective** — the way a person sees and understands something. Two people can look at the same thing and see it in different ways.

Theory

1. Days of significance. Australia sets aside special days each year. Some days we **celebrate**, some days we **commemorate**, and some days are both. Figure 1 shows five of these days across a year.



A year calendar showing five Australian days of significance: Australia Day on 26 January, Harmony Day on 21 March, Anzac Day on 25 April, National Wattle Day on 1 September and Australian National Flag Day on 3 September.

Figure 1. A year of Australian days of significance.

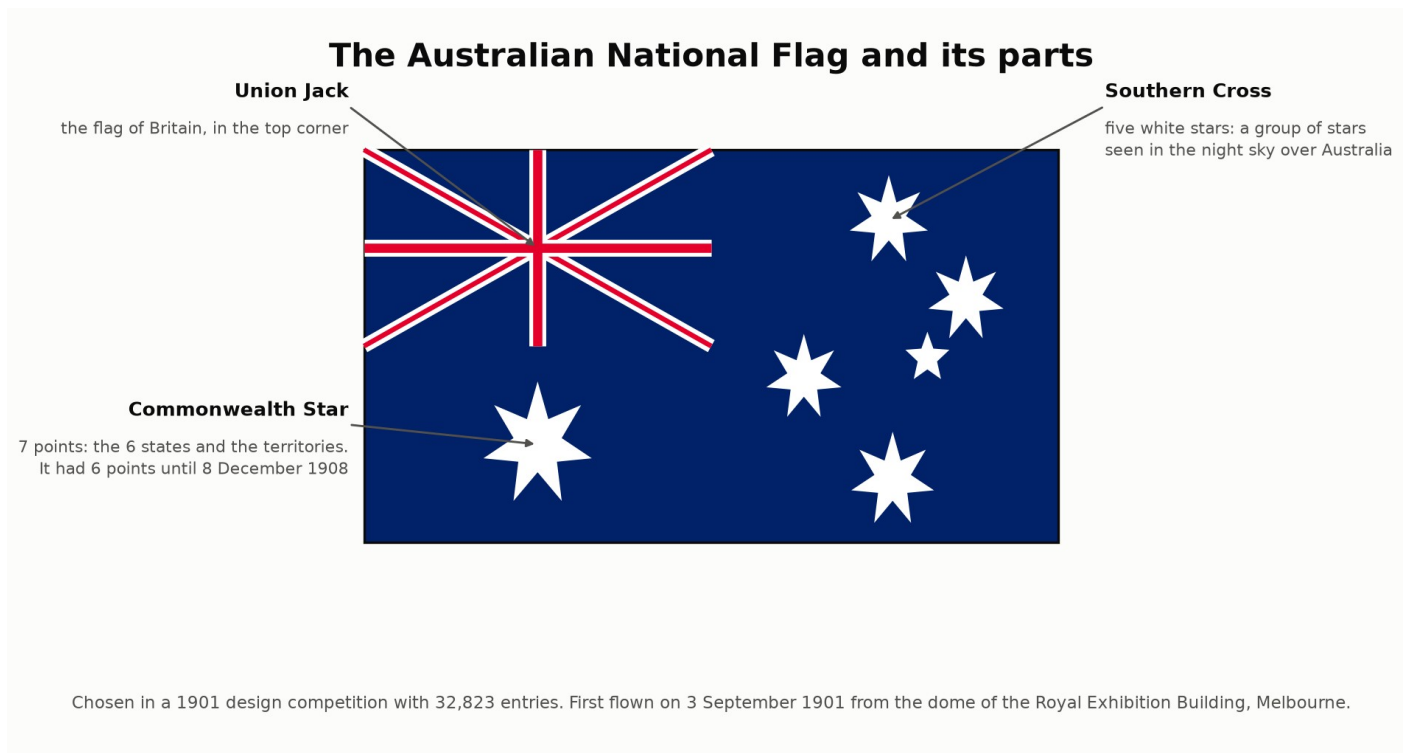
- **Australia Day — 26 January.** On 26 January 1788, Captain Arthur Phillip raised the British flag at Sydney Cove (Port Jackson) when the First Fleet arrived. All the states agreed on the name *Australia Day* in 1935, and

the day became a public holiday right across Australia in 1994. On the eve of the day, the Australian of the Year is announced.

- **Anzac Day — 25 April.** Anzac Day commemorates the landing at Gallipoli, in Turkey, on 25 April 1915, by soldiers of the Australian and New Zealand Army Corps (the ANZACs). The day was first commemorated in 1916. It is marked with dawn services and marches.
- **Harmony Week and Harmony Day — 21 March.** Harmony Day has been celebrated since 1999. Its message is *everyone belongs*, and its colour is orange. Harmony Week is celebrated around the day.
- **National Wattle Day — 1 September.** This day celebrates the golden wattle, Australia's national floral emblem. The day was made official in 1992.
- **Australian National Flag Day — 3 September.** The Australian flag was first flown on 3 September 1901. The day was officially named in 1996.

People hold different perspectives on what some significant dates mean. That is part of history: the same date can matter to different people in different ways. We practise holding two perspectives in Part 4, with a simple example.

2. The Australian flag. The Australian flag was chosen in a design competition in 1901. There were 32,823 entries — as many as a whole town of people — and five winners. The flag was first flown on 3 September 1901, from the dome of the Royal Exhibition Building in Melbourne. Figure 2 names the parts of the flag.



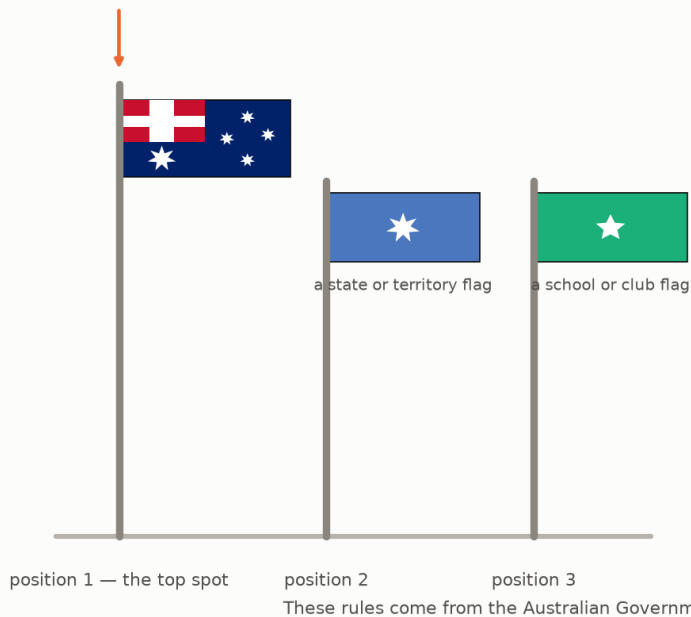
A labelled drawing of the Australian flag showing the Union Jack in the top corner, the seven-pointed Commonwealth Star, and the five white stars of the Southern Cross.

Figure 2. The Australian National Flag and its parts.

Flags also have display rules — the polite rules for how flags are flown and treated. Figure 3 shows three of the official rules for flying the Australian flag.

How the Australian flag is flown: display rules

The Australian flag is flown highest and at the left end of the row.



1

The Australian flag is flown on the tallest pole, at the left end of the row, above all other flags.

2

It is raised first and lowered last when it is flown with other flags.

3

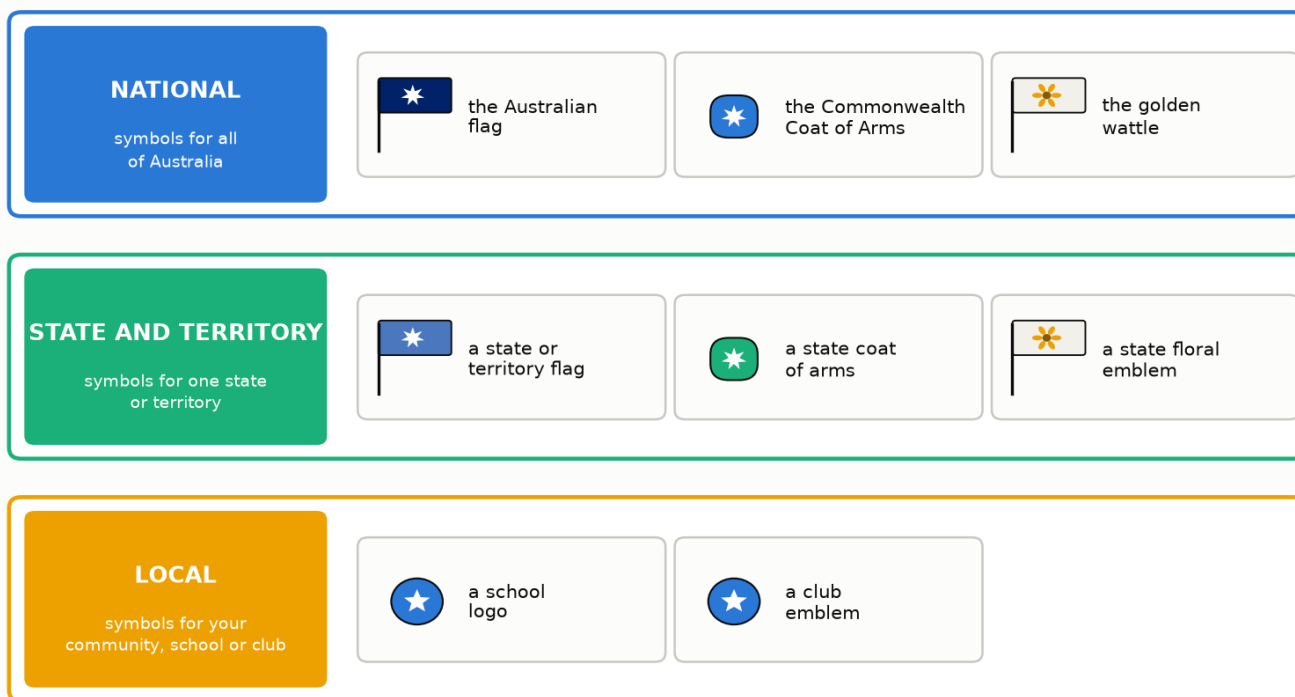
It is flown during daylight hours — or at night if it is lit up.

Three flagpoles showing the Australian flag flown highest at the left end of the row, beside three cards giving the display rules: the Australian flag flies on the tallest pole at the left end; it is raised first and lowered last; it is flown in daylight or at night if lit.

Figure 3. How the Australian flag is flown: the display rules.

3. Symbols and emblems at three levels. Symbols and emblems come at different levels: local, state/territory and national (Figure 4).

Symbols and emblems come at different levels



One country, many symbols: each level has its own flags, arms, emblems and logos.

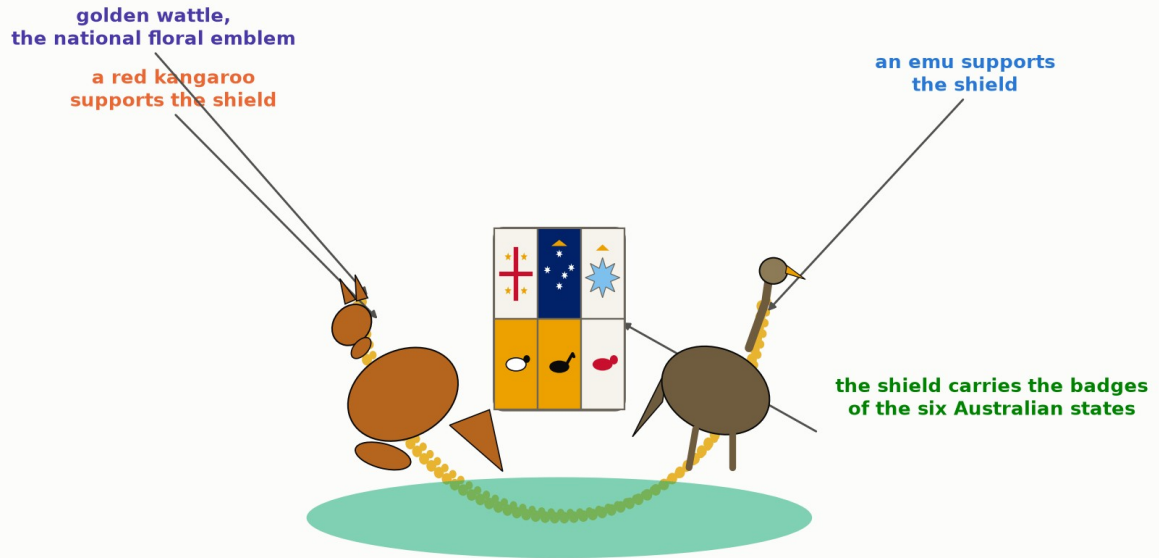
Three bands labelled national, state and territory, and local, each with examples: the Australian flag, the Commonwealth Coat of Arms and the golden wattle at the national level; a state flag, a state coat of arms and a state floral emblem at the state level; a school logo and a club emblem at the local level.

Figure 4. Symbols and emblems come at different levels.

At the national level, the **Commonwealth Coat of Arms** is the formal symbol of the Australian Government (Figure 5). A red kangaroo and an emu — two native animals — support a shield that carries the badges of the six states, with golden wattle behind.

The Commonwealth Coat of Arms

the formal symbol of the Australian Government (simple drawing)



King Edward VII granted the first coat of arms on 7 May 1908. King George V granted this current design on 19 September 1912. Simple drawing made for this book.

A simple labelled drawing of the Commonwealth Coat of Arms: a red kangaroo and an emu support a shield carrying the badges of the six states, with golden wattle behind them.

Figure 5. The Commonwealth Coat of Arms (simple drawing).

Each state and territory has its own flag (Figure 6). The six state flags are blue, with a small Union Jack and the state's badge.

State and territory flags

Six state flags are blue with a small Union Jack and the state's badge. Drawings are simple in this book.

	New South Wales	St George's cross, four gold stars and a lion	1876
	Victoria	the Southern Cross with a crown above it	1877
	Queensland	a light blue Maltese cross with a crown	1876
	South Australia	a white bird on a gold circle	1904
	Western Australia	a black swan on a gold circle	1953
	Tasmania	a red lion on a white circle	1876
	Northern Territory	black, white and red-brown panels, Sturt's desert rose and the Southern Cross	1978
	Australian Capital Territory	blue and gold panels, the Southern Cross and the territory's coat of arms	1993

A table of the eight state and territory flags with a short note on each badge and the year each flag began to be used: New South Wales 1876, Victoria 1877, Queensland 1876, South Australia 1904, Western Australia 1953, Tasmania 1876, Northern Territory 1978, Australian Capital Territory 1993.

Figure 6. State and territory flags.

Each state and territory also has a floral emblem — a flower or plant chosen to stand for that place (Figure 7). The national floral emblem is the golden wattle, which was made Australia's national floral emblem in 1988.

Australia's floral emblems

A floral emblem is a flower or plant chosen to stand for a place.

	Place	Floral emblem
	Australia (national)	Golden wattle
	New South Wales	Waratah
	Victoria	Common heath
	Queensland	Cooktown orchid
	South Australia	Sturt's desert pea
	Western Australia	Red and green kangaroo paw
	Tasmania	Tasmanian blue gum
	Northern Territory	Sturt's desert rose
	Australian Capital Territory	Royal bluebell

The golden wattle was made Australia's national floral emblem in 1988. National Wattle Day is 1 September.

A table listing the national floral emblem, the golden wattle, and the floral emblem of each state and territory: waratah, common heath, Cooktown orchid, Sturt's desert pea, red and green kangaroo paw, Tasmanian blue gum, Sturt's desert rose and royal bluebell.

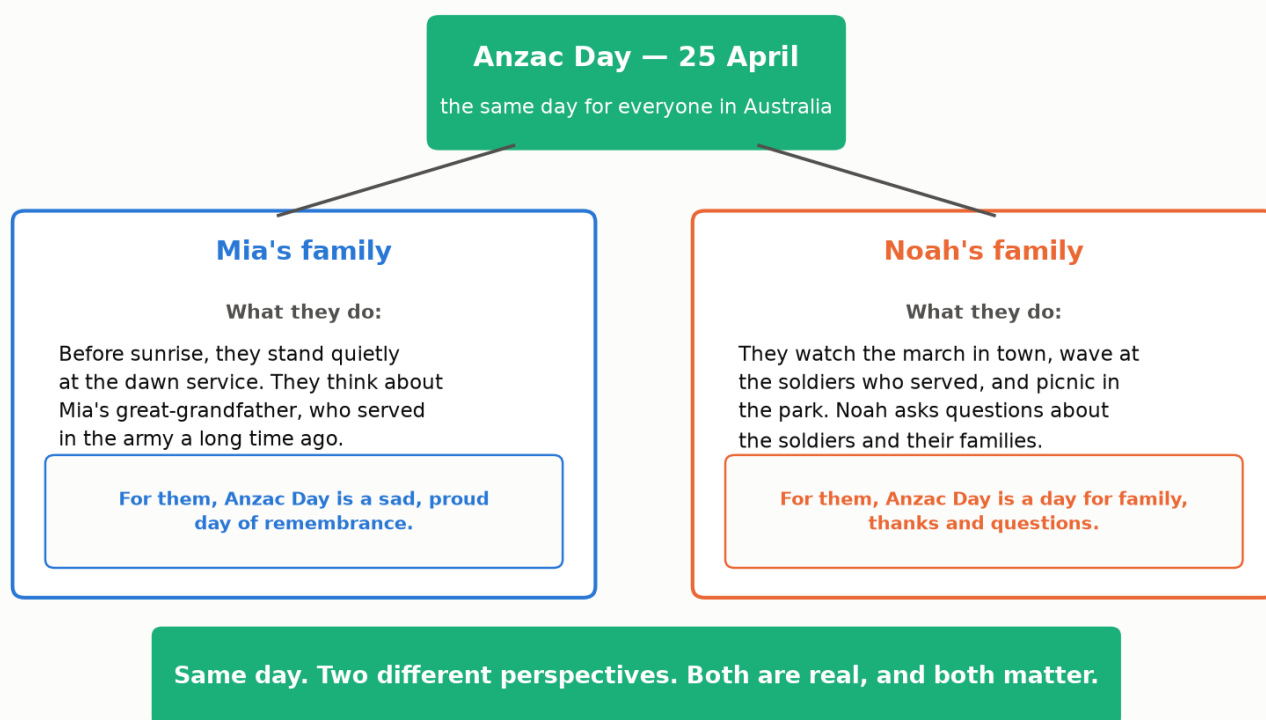
Figure 7. Australia's floral emblems.

At the local level, your school logo and the emblem of a sports club are symbols too. They stand for your own community inside the wider nation.

4. One day, two perspectives. A **perspective** is the way a person sees and understands something. Figure 8 shows two families marking the same day in different ways.

One day, two perspectives

A perspective is the way a person sees and understands something.



A diagram titled *one day, two perspectives*: an Anzac Day card at the top branches to two family cards, Mia's family at the dawn service and Noah's family at the march and a picnic, each with a line saying what the day means to them.

Figure 8. *One day, two perspectives*.

Both families are commemorating Anzac Day. Both ways are okay. People hold different perspectives on significant dates, and listening to each view is part of doing history.

Worked examples

Example 1 — with help

Read the Australian flag using Figure 2. For each part, name it and say what it tells us.

Step	What we see on the flag	What it tells us
1	A small British flag (the Union Jack) in the top corner.	Australia's story begins with British settlement from 1788.
2	One big star under the Union Jack: the Commonwealth Star .	It has seven points — six for the states, and one more for the territories. It had six points until 8 December 1908.
3	Five white stars on the right half: the Southern Cross .	It is a group of stars seen in the night sky over Australia — the same sky for everyone in the country.

Check with dated facts: the design was chosen in a 1901 competition with 32,823 entries, and the flag was first flown on 3 September 1901 in Melbourne — which is why Australian National Flag Day is 3 September.

Example 2 — with help

Sort these symbols and emblems by level, using Figure 4. Say how you know.

Thing	Level	How we know
The Commonwealth Coat of Arms	national	It stands for the whole country and the Australian Government.
The waratah	state	It is the floral emblem of New South Wales (Figure 7).
Your school logo	local	It stands for one school community.
The flag of Western Australia	state	It is the flag of one state, with the state's badge (Figure 6).
The golden wattle	national	It is the national floral emblem of all Australia.

Practice questions

With help

Q1. Match each day to its date. *Help: Figure 1.* Days: (a) Australia Day, (b) Harmony Day, (c) Anzac Day, (d) National Wattle Day, (e) Australian National Flag Day. Dates: (i) 25 April, (ii) 1 September, (iii) 26 January, (iv) 3 September, (v) 21 March.

Q2. Is each one a time to **celebrate** or a time to **commemorate**? *Help: celebrate = show joy about a day; commemorate = remember and show respect.* (a) People stand quietly at a dawn service to remember the soldiers who died at Gallipoli. (b) A school holds Harmony Day activities with the message *everyone belongs*. (c) Families share a meal and play games on Australia Day.

Q3. Use the word bank to label the three parts of the Australian flag. *Help: Figure 2.* Word bank: **Commonwealth Star, Southern Cross, Union Jack.** (a) the small British flag in the top corner, (b) the big seven-pointed star, (c) the five white stars on the right half.

Q4. True or false? *Help: the rules in Figure 3.* (a) When the Australian flag flies with other flags, it goes on the tallest pole at the left end. (b) The Australian flag may never be flown at night. (c) When the Australian flag flies with other flags, it is raised first and lowered last.

Q5. Sort each item by level: local, state or national. *Help: the three bands in Figure 4.* (a) a club emblem, (b) the Commonwealth Coat of Arms, (c) the Tasmanian blue gum (a floral emblem), (d) your school logo, (e) the Australian flag.

Q6. Use Figure 7. (a) What is the national floral emblem of Australia? (b) What is the floral emblem of New South Wales? (c) What is the floral emblem of Western Australia? (d) Which day celebrates the golden wattle?

On your own

Q7. Why is 26 January a significant date in Australian history? Answer in one or two sentences, with a year.

Q8. Anzac Day is 25 April. Which event does it commemorate, and in which year did that event happen?

Q9. Choose one symbol or emblem from this section. Say which level it belongs to (local, state or national) and what it stands for.

Q10. Look at Figure 8. (a) Say how Mia's family and Noah's family mark Anzac Day in different ways. (b) What does this tell us about perspectives?

Source inquiry

Source A — the Commonwealth Coat of Arms (Figure 5, simple drawing). *Caption facts checked against the Australian Government's coat of arms information, retrieved 24 August 2026:* the first coat of arms was granted by King Edward VII on 7 May 1908; the design we use today was granted by King George V on 19 September 1912; a

red kangaroo and an emu support the shield; the shield carries the badges of the six states; the golden wattle is in the background.

S1. Name the two animals that support the shield in Source A.

S2. The shield has six parts. What do they carry?

S3. Which king granted the design we use today, and on what date?

S4. The kangaroo and the emu are native animals — animals that live in Australia. Give one reason why Australians might choose native animals for their coat of arms.

Answers

Q1. (a)–(iii), (b)–(v), (c)–(i), (d)–(ii), (e)–(iv). **Q2.** (a) commemorate, (b) celebrate, (c) celebrate. **Q3.** (a) Union Jack, (b) Commonwealth Star, (c) Southern Cross. **Q4.** (a) true, (b) false — it may fly at night if it is lit, (c) true. **Q5.** (a) local, (b) national, (c) state, (d) local, (e) national. **Q6.** (a) the golden wattle, (b) the waratah, (c) the red and green kangaroo paw, (d) National Wattle Day, 1 September. **Q7.** On 26 January 1788 the First Fleet arrived at Port Jackson and Captain Arthur Phillip raised the British flag there. **Q8.** The landing at Gallipoli, on 25 April 1915. **Q9.** Answers will vary; see the model in Fully-worked solutions. **Q10.** (a) Answers will vary; see the model in Fully-worked solutions. (b) The same day can mean different things to different people, and both views are real. **S1.** A red kangaroo and an emu. **S2.** The badges of the six states. **S3.** King George V, on 19 September 1912. **S4.** Answers will vary; see the model in Fully-worked solutions.

Fully-worked solutions

Q1. Read the dates off Figure 1: Australia Day 26 January (iii); Harmony Day 21 March (v); Anzac Day 25 April (i); National Wattle Day 1 September (ii); Australian National Flag Day 3 September (iv).

Q2. (a) Remembering the dead at Gallipoli is commemoration. (b) Harmony Day activities are joyful, so they celebrate. (c) A shared meal and games on Australia Day celebrate.

Q3. (a) The small British flag is the Union Jack. (b) The big star with seven points is the Commonwealth Star. (c) The five white stars are the Southern Cross.

Q4. (a) True — that is the top spot, the first rule in Figure 3. (b) False — the third rule says the flag may fly at night if it is lit up. (c) True — the second rule says it is raised first and lowered last.

Q5. (a) A club emblem stands for one club: local. (b) The Coat of Arms stands for the whole country: national. (c) The Tasmanian blue gum is Tasmania's floral emblem: state. (d) A school logo stands for one school: local. (e) The Australian flag stands for all of Australia: national.

Q6. (a) The golden wattle. (b) The waratah. (c) The red and green kangaroo paw. (d) National Wattle Day, 1 September.

Q7. 26 January is the date in 1788 when the First Fleet arrived at Port Jackson (Sydney Cove) and Captain Arthur Phillip raised the British flag. That beginning is why the date is significant.

Q8. Anzac Day commemorates the landing of the ANZACs at Gallipoli, in Turkey, on 25 April 1915.

Q9. *Model answer:* The Commonwealth Coat of Arms belongs to the national level. It stands for the Australian Government, and its kangaroo and emu are native animals that stand for Australia.

Q10. (a) *Model answer:* Mia's family stand quietly at the dawn service before sunrise, while Noah's family watch the march and have a picnic. (b) A perspective is the way a person sees something. The same day can be a sad, proud day for one family and a day of thanks and questions for another — and both perspectives are real.

S1. A red kangaroo on the left and an emu on the right.

S2. The six parts of the shield carry the badges of the six Australian states.

S3. King George V granted the current design on 19 September 1912. (The first coat of arms was granted by King Edward VII on 7 May 1908.)

S4. *Model answer:* Native animals are found only in Australia, so they stand for the country itself. A coat of arms should look like the place it belongs to.

Special days here and around the world

VC2HH4K05 Draws on .E01, .E02 and .E03. D3: the National Sorry Day example in .E03 is not taught in this book.

Theory

Two kinds of special days. Every community has special days. Some are **celebrations** — happy days of festival and family fun. Some are **commemorations** — days that remember serious events and people from the past. To **commemorate** means to remember something important and show respect for it. A **symbol** is a thing that stands for an idea — like rosemary standing for remembrance. Some days are both at once: Independence Day is a happy celebration, and it also remembers an important event from the past.

Why some days matter. People who study the past call an event **significant** when it was big, changed life for many people, and is still worth remembering today. That is why significant events and people get their own special days.

Two kinds of special days

Celebrations

Happy days people enjoy together.

Examples:

- Birthdays
- Christmas
- Diwali
- Lunar New Year

Commemorations

Days to remember serious events and people from the past.

Examples:

- Anzac Day — a day to remember everyone who served in Australia's wars, and those who died.

Some days are both! Independence Day is a celebration, and it also remembers an important event from the past.

To commemorate means to remember something important and show respect for it.

Figure 1. Two boxes side by side. The celebrations box lists birthdays, Christmas, Diwali and Lunar New Year. The commemorations box lists Anzac Day.

Five festivals we share. These five religious and cultural festivals are celebrated by families in Australia and around the world.

Christmas is a Christian festival. It celebrates the birth of Jesus and falls on 25 December, the same date every year. In Australia it comes in the middle of summer, so many families eat lunch outdoors or at the beach. In Melbourne, big crowds sing carols by candlelight — a way of celebrating that began there in 1937 with a radio man named Norman Banks.

Diwali is the festival of lights. Many Hindus, Sikhs and Jains celebrate it in October or November, and it lasts five days. People light small oil lamps called diyas, draw colourful rangoli patterns at their doors, share sweets and watch fireworks. Diwali marks the win of light over dark, and good over evil.

Hanukkah is a Jewish festival of eight nights, in November or December. Each night, families light one more candle on a special holder called a hanukkiyah, until all nine candles are lit. Hanukkah remembers a story from long ago, when Jewish people won back their holy temple in Jerusalem.

Lunar New Year is celebrated by many families across Asia and around the world, in late January or February. It lasts fifteen days. People decorate with red, give money in red envelopes and watch lion dances. Each new year is named after one of twelve animals.

Ramadan is the most holy month of the year for Muslims. During it, Muslims fast from dawn to sunset — no food or drink while the sun is up. They pray more, read the Quran and give to people in need. The month ends with a big festival called Eid al-Fitr, with gifts and shared meals.

Five religious and cultural festivals

Festival	Who celebrates it	When it falls	One way people mark it
Christmas	Christians, and many other families	25 December, the same date every year	Church services, carols, gifts and meals with family
Diwali	Many Hindus, Sikhs and Jains	October or November; the dates move	Oil lamps called diyas, rangoli art, sweets and fireworks
Hanukkah	Jewish people	November or December; the dates move	Lighting one more candle on the hanukkah each night
Lunar New Year	Many families across Asia and around the world	Late January or February; the dates move	Red decorations, red envelopes, lion dances and family meals
Ramadan	Muslims	A holy month that starts about 11 days earlier each year	Fasting from dawn to sunset, prayer and giving to people in need

All five of these festivals are celebrated by families in Australia.

Figure 2. A table of the five festivals: who celebrates each one, when it falls, and one way people mark it.

One day, different perspectives. The same day can mean different things to different people. The way a person sees and understands an event is called a **perspective**. Christmas shows this well. To Christians, it is a religious day about the birth of Jesus. People of other faiths do not celebrate it as a religious day at all, though many still enjoy time with family and friends. Both are real perspectives on the same day.

One day, two perspectives

Christmas in Australia — a model answer

Family A

"For our family, Christmas is a religious day. We go to church and celebrate the birth of Jesus. Then we share a big lunch."

Family B

"Our family is not Christian. We do not celebrate Christmas as a religious day. We enjoy time together at the beach."

Both families are talking about the same day.

They see it in different ways. Each way of seeing it is a perspective.

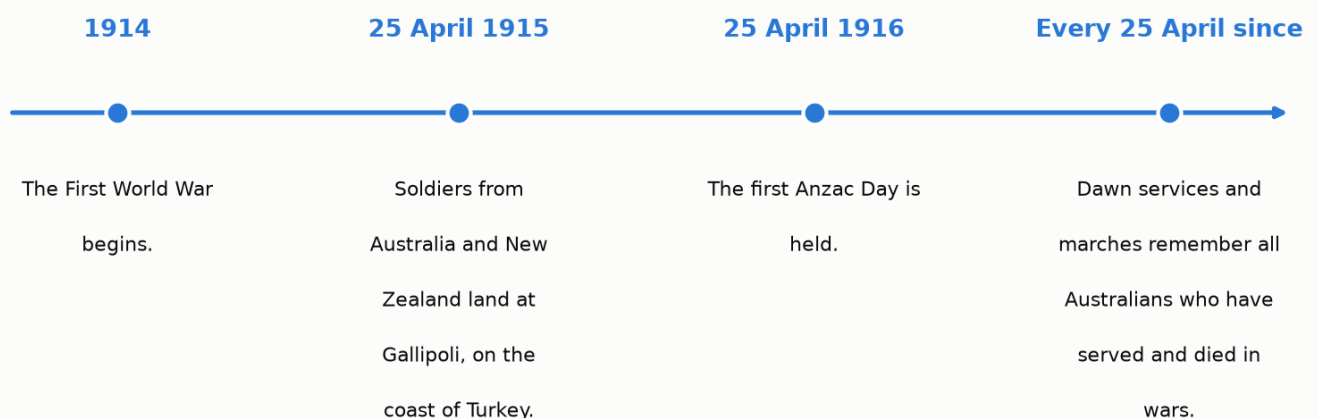
People who study the past ask: Who is celebrating this day? What does it mean to them?

Figure 3. Two speech bubbles. Family A sees Christmas as a religious day about the birth of Jesus. Family B, who are not Christian, see it as a day to be together at the beach. Both are talking about the same day.

Four national days around the world. A national day is a day a whole country sets aside to remember something significant in its story. Here are four.

Anzac Day — Australia, 25 April. On 25 April 1915, during the First World War, soldiers from Australia and New Zealand landed at Gallipoli, on the coast of Turkey. Many died there. The first Anzac Day was held the next year, on 25 April 1916. Today, Australians commemorate all who have served and died in wars: quiet dawn services before sunrise, marches through the streets, and rosemary worn on clothing. The name Anzac comes from the first letters of the words Australian and New Zealand Army Corps.

The story of Anzac Day



The name Anzac comes from the first letters of the words Australian and New Zealand Army Corps.

Figure 4. A timeline with four points: 1914 the First World War begins; 25 April 1915 soldiers land at Gallipoli; 25 April 1916 the first Anzac Day is held; every 25 April since, dawn services and marches remember those who served and died.

Independence Day — United States of America, 4 July. On 4 July 1776, thirteen American colonies adopted the Declaration of Independence. They said they would no longer be ruled by Britain and would be a new, free country. Americans mark the day with fireworks, parades and flags; the first celebration was in 1777.

Indian Independence Day — India, 15 August. On 15 August 1947, India became a free country after years of British rule. India's new leader, Jawaharlal Nehru, raised the flag at the Red Fort in Delhi. Today the day is marked with flag raising, songs and kite flying.

Bastille Day — France, 14 July. On 14 July 1789, the people of Paris stormed the Bastille, a prison that stood for the king's power. The people rose up against the king's rule, and a great change began in France. Today the French mark the day with a big parade in Paris and fireworks near the Eiffel Tower.

Four national days around the world

National day	Country	Date	What it remembers	How people mark it
Anzac Day	Australia	25 April	The landing at Gallipoli in 1915; all Australians who have served and died in wars	Dawn services, marches and wearing rosemary
Independence Day	United States of America	4 July	The Declaration of Independence, adopted on 4 July 1776	Fireworks, parades, flags and family meals
Indian Independence Day	India	15 August	India becoming a free country on 15 August 1947	Raising the flag at the Red Fort in Delhi, kite flying and songs
Bastille Day	France	14 July	The storming of the Bastille prison in Paris on 14 July 1789	Fireworks, a big parade in Paris and parties

Figure 5. A table of the four national days: the country, the date, what it remembers, and how people mark it.

Some dates stay, some dates move. Christmas and the four national days fall on the same date every year. Diwali, Hanukkah and Lunar New Year move, because their calendars are built around the moon. Ramadan starts about eleven days earlier each year, so over time it can fall in any season.

When do these days fall?

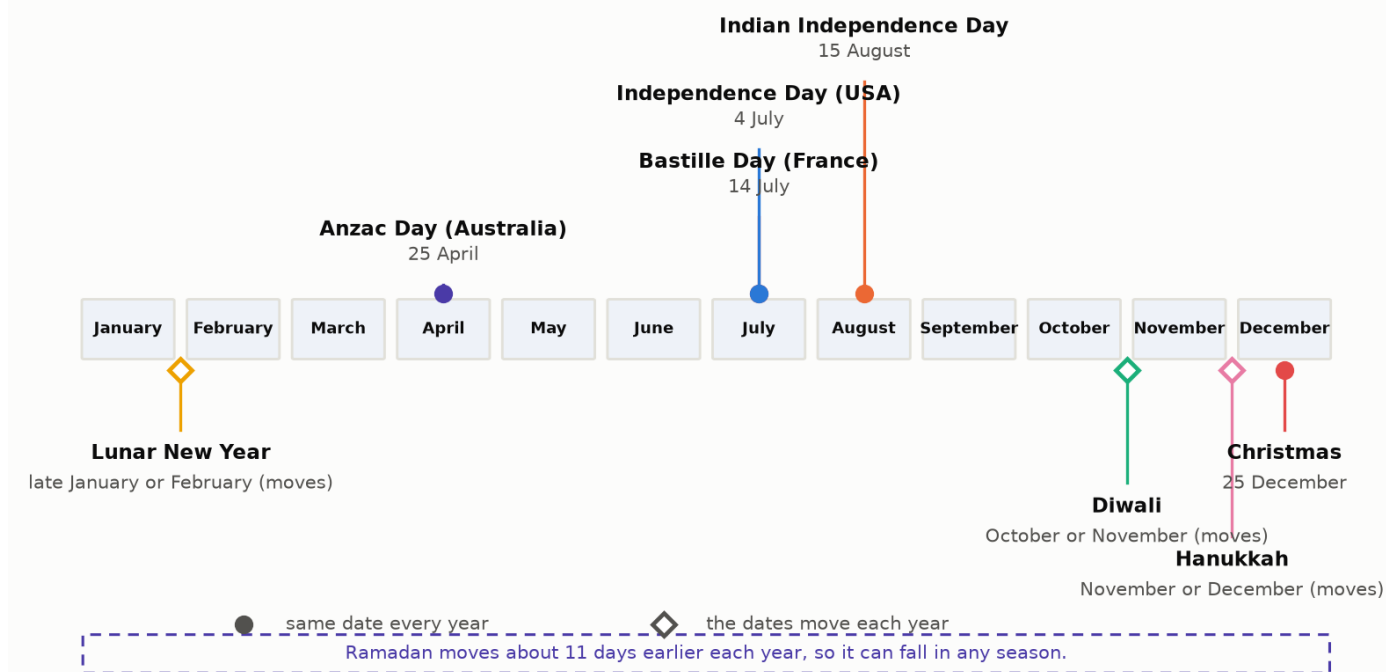


Figure 6. A strip of the twelve months. Above it, the four national days sit on fixed dates. Below it, the moving festivals sit in different months. A note says Ramadan can fall in any season.

Worked examples

Example 1 — Why is Anzac Day significant? (with help)

Use the four questions in Figure 7 to build the answer.

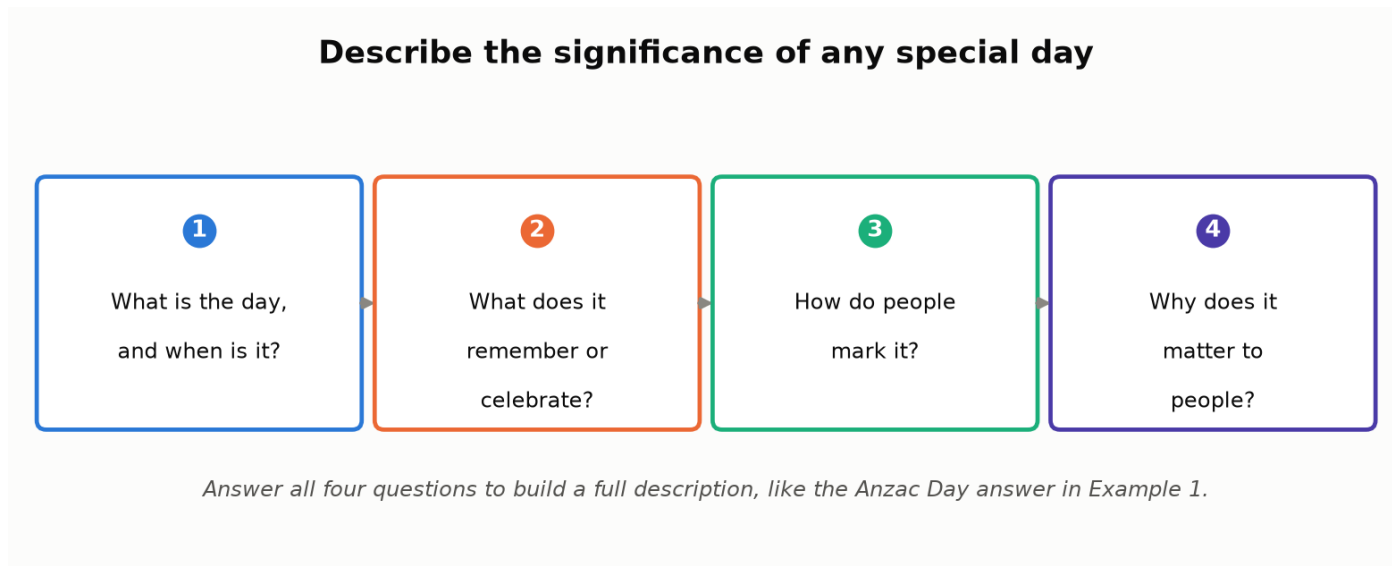


Figure 7. Four boxes in a row ask: What is the day, and when is it? What does it remember or celebrate? How do people mark it? Why does it matter to people?

Working

Comment

1. What is the day, and when is it? Anzac Day, 25 April.
2. What does it remember? The landing at Gallipoli in 1915, and all Australians who have served and died in wars since.

1. Name the day and its date first.
2. A commemoration always remembers something.

Working	Comment
3. How do people mark it? Dawn services, marches and wearing rosemary.	The actions show respect.
4. Why does it matter? It touches many families, and after more than 100 years it is still marked every year.	Big, still remembered, still marked today = significant.

Model answer. Anzac Day is significant to Australia because it remembers the landing at Gallipoli in 1915 and everyone who has served and died in wars since. It touches many families, and it is still marked every year with dawn services and marches. That is why the day matters.

Example 2 — Two perspectives on Christmas (with help)

Working	Comment
Whose perspectives? A Christian family and a family of another faith, both in Australia.	Name the people whose views you are comparing.
Family A: “For our family, Christmas is a religious day. We go to church and celebrate the birth of Jesus.”	One way of seeing the day.
Family B: “Our family is not Christian. We enjoy time together at the beach.”	A different way of seeing the same day.
Same day, different meanings — each way of seeing it is a perspective.	Use the word perspective in your answer.

Model answer. Christmas means different things to different people. To a Christian family it is a religious day about the birth of Jesus, but a family of another faith may see it as a good day to be together. Same day, two perspectives.

Practice questions

With help

Q1. Sort these days into celebrations, commemorations, or both: Christmas, Anzac Day, Diwali, Bastille Day, Lunar New Year, Hanukkah, Ramadan, Independence Day (USA), Indian Independence Day.

Q2. Match each festival to one way people mark it: (a) lighting one more candle each night; (b) red envelopes and lion dances; (c) diyas and rangoli; (d) fasting from dawn to sunset; (e) carols and gifts.

Q3. Look at Figure 6. (a) Which two national days fall in July? (b) Which holy month can fall in any season? (c) Name one day that keeps the same date every year.

Q4. Fill each gap with one word from the box: *commemorate, perspective, significant*. (a) An event that was big and is still worth remembering is called _____. (b) To _____ something is to remember it and show respect for it. (c) The way one person sees an event is their _____.

Q5. Finish these sentences about Figure 3: Family A sees Christmas as _____. Family B sees Christmas as _____. Both are _____ on the same day.

Q6. Use Figure 4. (a) In what year did the soldiers land at Gallipoli? (b) When was the first Anzac Day held? (c) How many years after the landing was the first Anzac Day?

On your own

Q7. Pick one national day from Figure 5. Use the four questions in Figure 7 to write four sentences that describe its significance.

Q8. “Everyone celebrates Christmas the same way.” Do you agree? Use the word *perspective* in your answer.

Q9. Ramadan starts about eleven days earlier each year. Explain why its date moves.

Q10. Pick one festival and one national day from this section. Write one way they are the same and one way they are different.

Source study

Read the source below, then answer the questions.

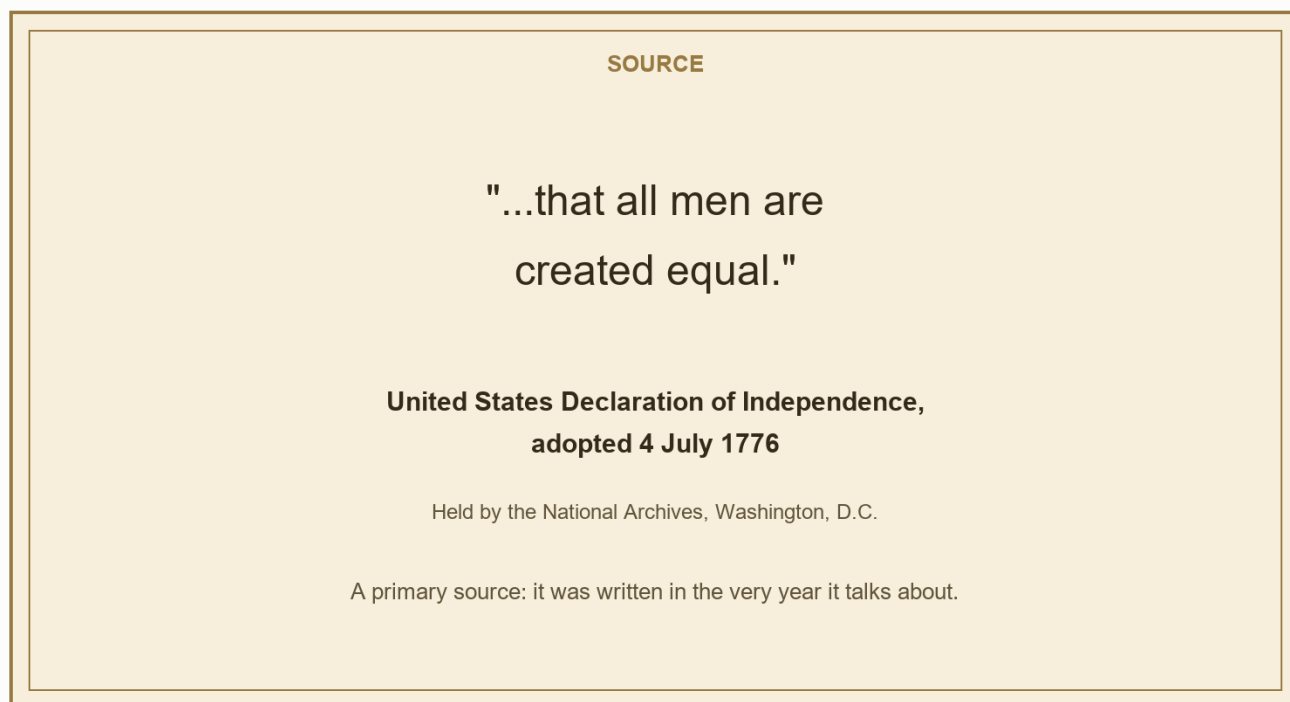


Figure 8. A source card. It reads: "...that all men are created equal." United States Declaration of Independence, adopted 4 July 1776. Held by the National Archives, Washington, D.C. A primary source: it was written in the very year it talks about.

This card shows words from a **primary source** — a source made at the time it talks about, by people who were there.

Q11. (a) What is the name of this piece of writing, and when was it adopted? (b) In your own words, what do the words on the card mean? (c) In 1776, not everyone in America was treated as the words say. Some people were owned by others and were not free, and women could not vote. Why might those people have said the words were not true for them? (d) Which national day in this section began from this source? Name one way Americans mark that day today.

Answers

Q1. Celebrations: Christmas, Diwali, Lunar New Year, Hanukkah, Ramadan. Commemorations: Anzac Day. Both (a celebration that also remembers): Bastille Day, Independence Day (USA), Indian Independence Day.

Q2. (a) Hanukkah. (b) Lunar New Year. (c) Diwali. (d) Ramadan. (e) Christmas.

Q3. (a) Independence Day (USA) and Bastille Day. (b) Ramadan. (c) Any one of: Anzac Day, Bastille Day, Independence Day (USA), Indian Independence Day, Christmas.

Q4. (a) significant. (b) commemorate. (c) perspective.

Q5. Family A sees Christmas as a religious day about the birth of Jesus. Family B sees Christmas as a day to be together at the beach. Both are perspectives on the same day.

Q6. (a) 1915. (b) 25 April 1916. (c) One year.

Q7. Example (Bastille Day): Bastille Day is on 14 July. It remembers the storming of the Bastille prison in 1789 and the great change that began in France. People mark it with a parade in Paris and fireworks. It matters because it is the day France remembers its people standing up against the king's rule.

Q8. No. The same day can hold different perspectives. A Christian family celebrates it as the birth of Jesus, and a family of another faith may not celebrate it as a religious day at all. So it is not true that everyone celebrates it the same way.

Q9. Ramadan's calendar is built around the moon, and its year is about eleven days shorter than the sun's year, so the month begins a little earlier each year.

Q10. Example: Diwali and Anzac Day are the same because both bring families together and both have special things people do each year. They are different because Diwali is a happy religious festival and Anzac Day is a commemoration that remembers people who died in wars.

Q11. (a) The United States Declaration of Independence, adopted on 4 July 1776. (b) Example: all people should be treated as equals. (c) Example: people who were owned by others were not free, and women could not vote, so the words did not describe their lives. (d) Independence Day (USA); Americans mark it with fireworks, parades and flags.

Why Britain established its first permanent Australian colony in 1788: navigators, reasons and routes

Long before 1788, European ships had touched the coasts of Australia. In this section you will meet the navigators who mapped those coasts, find out why Britain wanted a colony so far from home, and follow the First Fleet from England to Port Jackson (Sydney).

Curriculum focus

VC2HH4K07

This section builds on these elaborations (codes only; VC2 wording not reproduced):

- **.E01** — the key words *colony*, *navigation* and *economic resources* (Part 1)
 - **.E02** — the European navigators who sailed along Australia's coasts, and their routes on maps (Part 2)
 - **.E03** — James Cook's voyage and his secret instructions (Part 3)
 - **.E04** — why the colony moved from Botany Bay to Port Jackson (Part 5)
 - **.E05** — the four reasons Britain chose to colonise in 1788 (Part 4)
-

Word bank

Term	Meaning
colony	a place ruled and settled by people sent from a far-away country
navigation	the skill of sailing a ship from place to place, using maps, stars and careful notes
navigator	a sailor who works out where a ship is, and where it should go next
economic resources	things a country can use or sell to be richer — like wood, plants, food and metals
empire	a group of lands and seas ruled by one powerful country
convict	a person who broke the law and was sent away as a punishment
penal colony	a colony used as a place to send convicts
expedition	a journey made by a group with a clear job to do, like mapping a coast
voyage	a long journey by sea
route	the way a journey goes, from start to finish
settlement	a small new community of people living in one place
settler	a person who goes to live in a new colony
governor	the leader Britain put in charge of the colony
primary source	something made or written at the time, by people who were there
secondary source	something made later, by people who were not there
cause	the 'why before' — why something happened
consequence	the 'what after' — what happened because of it
perspective	one point of view — the way one person or group sees an event
historian	a person who studies the past using sources

Part 1: Three key words

In the 1600s and 1700s, Britain was a sea power. Its ships traded and fought across the world, and sailors used **navigation** to find their way to far places.

Many European countries were growing **empires** at this time. One way to grow an empire was to start a **colony** — and a colony was only worth having if it had useful **economic resources**.

Those three words — *colony*, *navigation*, *economic resources* — will do a lot of work in this section. Keep them close.

Part 2: The navigators

European ships had been near Australia for almost 200 years before the First Fleet. Five navigators matter most here.

1606 — Willem Jansz (Dutch). Jansz sailed the small ship *Duyfken* along the north coast. At a place he named Cape Keerweer, his crew stepped onto the land — the first landing on Australia by Europeans that we have a record of.

1616 — Dirk Hartog (Dutch). The *Eendracht* was carrying goods from Cape Town to Java when it reached the west coast. Hartog's crew landed on an island and nailed a metal plate to a post, so later ships would know they had been there.

Source: a metal plate left on the west coast, 1616

Dirk Hartog's crew nailed this plate to a post before they sailed on.



English, shortened. The real plate is kept in a museum in Amsterdam.

A primary source — made at the time, by the people who were there.

A drawing of the metal plate Dirk Hartog's crew left on the west coast in 1616, with its short English wording: the year 1616, the dates 25 and 27 October, the ship Eendracht of Amsterdam, and the ship's captain, Dirck Hartog.

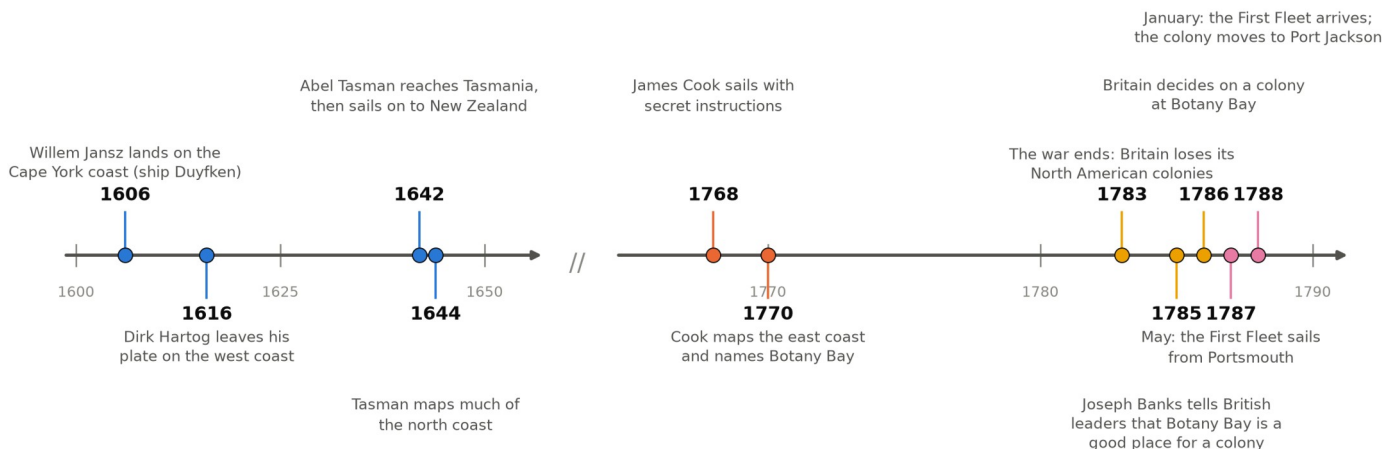
1642 and 1644 — Abel Tasman (Dutch). Tasman sailed far to the south. In 1642 he reached the island now called Tasmania, and went on to New Zealand. In 1644 he mapped much of the north coast of Australia.

1768 to 1770 — James Cook (British). Cook mapped the whole east coast — a coast no European had mapped before. You will meet him again in Part 3.

1788 — Comte de la Pérouse (French). La Pérouse sailed into Botany Bay in January 1788, just days after the First Fleet arrived.

Key dates: voyages, wars and the plan for a colony

Blue: Dutch voyages Orange: James Cook Yellow: why Britain acted Magenta: the First Fleet



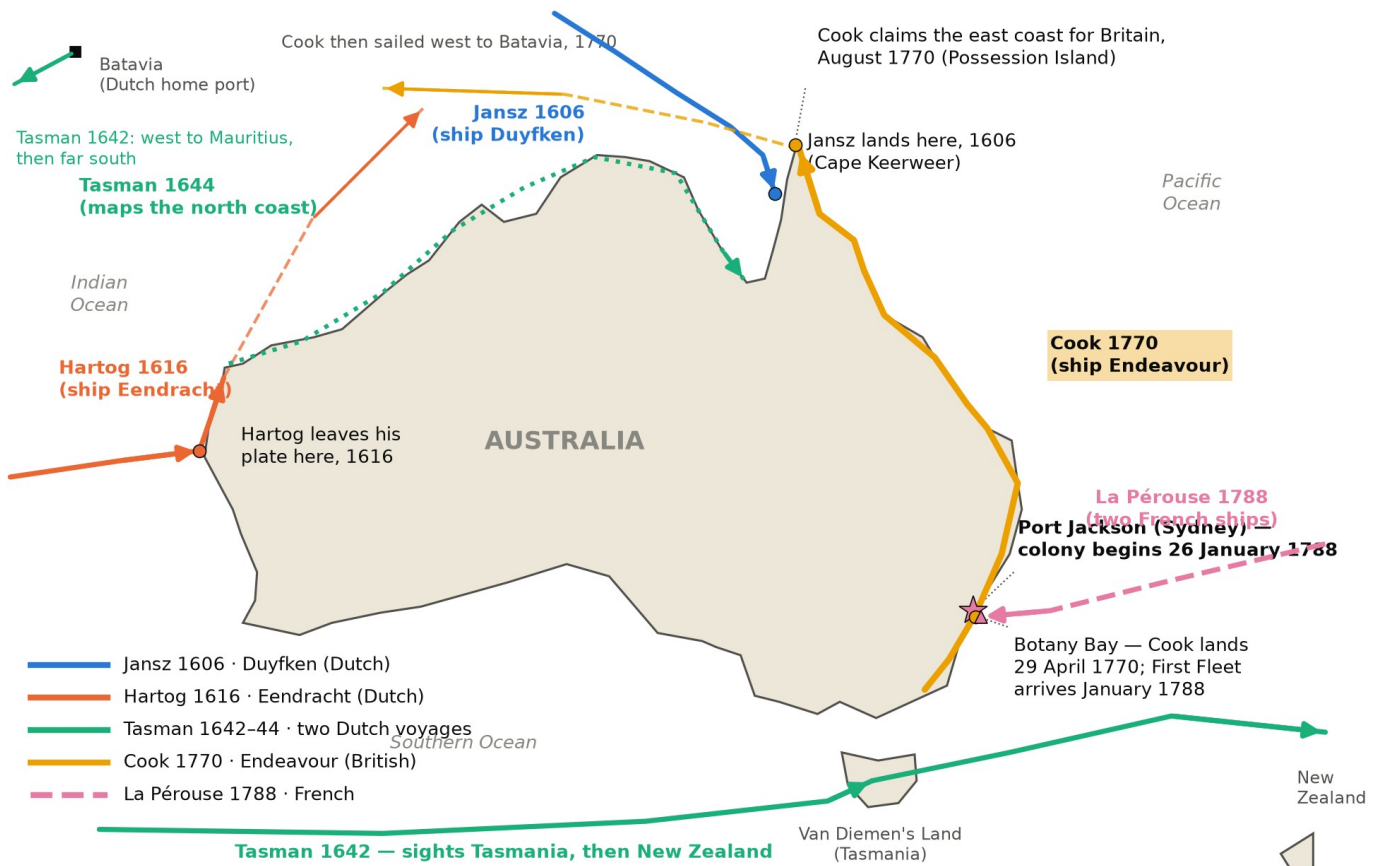
The gap in the middle is a time break: nothing on this list happens between 1660 and 1764.

A timeline with a time break in the middle. Left panel, 1606 to 1644: Jansz lands on the Cape York coast, Hartog leaves his plate on the west coast, Tasman reaches Tasmania and maps the north coast. Right panel, 1768 to 1788: Cook sails with secret instructions, Cook maps the east coast and names Botany Bay, Britain loses its North American colonies in 1783, Joseph Banks tells British leaders Botany Bay is a good place for a colony in 1785, Britain decides on a colony in 1786, and the First Fleet sails in 1787 and arrives in 1788.

Every one of these voyages gave its home country new knowledge about the coasts of Australia. That knowledge is what made a colony possible later. Look at the map below and check each route against the timeline.

European routes to and around Australia, 1606–1788

Simplified map — not for navigation. Lines show the routes in a simple form.



A map of Australia and the seas around it showing five sailing routes with arrows: Jansz in 1606 along the north coast, Hartog in 1616 at the west coast, Tasman in 1642 and 1644 around the south and north coasts, Cook in 1768 to 1770 up the east coast, and La Pérouse in 1788 to Botany Bay.

With maps like this, a country could see where a colony might fit — and where another empire might get in first.

Part 3: James Cook and the secret instructions

Cook's voyage of 1768 to 1770 was more than a mapping trip. Before he left England, Britain's navy leaders gave him **secret instructions** — orders in a closed paper, to be opened only when he was far out at sea.

Source: Cook's secret instructions, July 1768

SECRET INSTRUCTIONS

(shortened — the real paper is kept in the UK National Archives)

To James Cook, Royal Navy:

1. Sail to Tahiti. There, watch the planet Venus cross the Sun in 1769. Keep these orders secret until that work is done.
2. Then go south, and look for a great southern land. If you find land: map its coasts, and write down what you see — the soil, the plants, the animals, the rocks and metals.

Given under the hand of the British Admiralty — the office that ran the navy.

Opened at sea, far from land.

Why secret? Other countries were watching the southern seas. Britain did not want rivals to know its plans.

A drawing of Cook's secret instructions of July 1768, shortened. Order 1: sail to Tahiti and watch the planet Venus cross the Sun in 1769. Order 2: then go south, look for a great southern land, map its coasts, and write down the soil, plants, animals, rocks and metals. A note explains the real paper is kept in the UK National Archives, and that the orders were secret because other countries were watching the southern seas.

Cook did what the orders said. In Tahiti he watched Venus cross the Sun in 1769. Then he went south and west, and on 19 April 1770 the *Endeavour* saw the south-east coast of Australia.

On 29 April 1770 the ship stopped at a bay where two scientists on board, Joseph Banks and Daniel Solander, found many plants new to them. The bay came to be called Botany Bay.

On 22 August 1770, on Possession Island, Cook claimed the whole east coast for Britain and named it New South Wales.

Why were the orders secret? Because other countries — above all France — wanted the same lands and sea roads. Britain did not want anyone to know its plans. The secret instructions show that Cook's voyage was part of the race between empires.

Part 4: Four reasons for 1788

For years Britain did little with Cook's claim. Then, in the 1780s, four reasons came together.

Why did Britain start a colony in 1788?

Four reasons worked together. Historians still talk about which one mattered most (Section 2E).

Problem or hope	Name of the reason	What Britain hoped for
Prisons and prison ships at home were full of convicts	a penal colony	Convicts would be sent far away to work. Prisons at home would empty.
Britain had lost its North American colonies (1783)	a new place	Somewhere new to send convicts, and to start a British settlement.
Other countries, like France, wanted new lands and sea roads	a base in the south	British ships would have a port on long trips. Trade would be safer.
The navy needed wood and flax for its ships	new resources	Ships could get new masts, rope and sails far from home.

A table with four rows. Row 1: prisons and prison ships at home were full of convicts — a penal colony — convicts would be sent far away to work and prisons at home would empty. Row 2: Britain had lost its North American colonies in 1783 — a new place — somewhere new to send convicts and to start a British settlement. Row 3: other countries like France wanted new lands and sea roads — a base in the south — British ships would have a port on long trips and trade would be safer. Row 4: the navy needed wood and flax for its ships — new resources — ships could get new masts, rope and sails far from home.

Reason 1 — a penal colony. In the 1780s, prisons and prison ships in Britain were full of convicts. Britain needed somewhere to send them.

Reason 2 — a new place. Britain had lost its North American colonies after a long war (1775 to 1783). Before that war, convicts had been sent to America. Now that door was shut.

Reason 3 — a base in the south. A British port in the southern seas would give ships a safe stop on long trips — and it would beat France to the spot.

Reason 4 — new resources. The navy wanted wood for masts (the tall poles that hold up sails) and flax (a plant made into rope). Joseph Banks, who had sailed with Cook, also told British leaders in 1785 that Botany Bay was a good place for a colony.

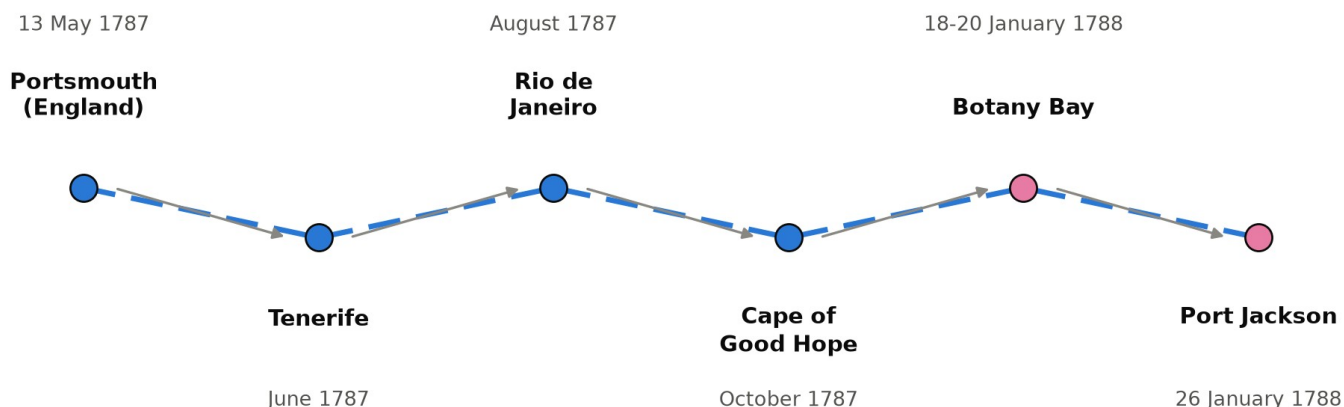
In 1786, Britain's leaders decided on the plan: send convicts and settlers to Botany Bay.

Part 5: The First Fleet — from Botany Bay to Port Jackson

Eleven ships, more than 1000 people, most of them convicts. The **governor** in charge was Arthur Phillip. The fleet left Portsmouth on 13 May 1787, and stopped at Tenerife, Rio de Janeiro and the Cape of Good Hope on the way. It reached Botany Bay on 18 to 20 January 1788 — about eight months at sea.

The First Fleet's journey: 11 ships, more than 1000 people

Governor Arthur Phillip led the fleet. The trip took about eight months.



Blue stops: the way there. Magenta stops: Australia. At Botany Bay the fleet found problems; at Port Jackson it began the colony.

A journey strip with six stops in order: Portsmouth on 13 May 1787, Tenerife in June 1787, Rio de Janeiro in August 1787, the Cape of Good Hope in October 1787, Botany Bay on 18 to 20 January 1788, and Port Jackson on 26 January 1788. Blue stops are the way there; magenta stops are in Australia.

But Botany Bay was not right. Phillip's men checked the bay and wrote reports: very little fresh water, sandy soil, and open water where ships were not safe from wind and sea.

Just to the north was another bay, Port Jackson. Phillip's men found deep, calm water and a fresh stream there (the Tank Stream). So the colony moved. On 26 January 1788 it was set up at Port Jackson — the place we now call Sydney.

Two bays compared — why the colony moved

Governor Arthur Phillip's men wrote about these problems in their reports.

What Phillip looked for	Botany Bay (18-20 January 1788)	Port Jackson (26 January 1788)
Fresh water	Very little	A stream — the Tank Stream
Safe water for ships	Open and shallow. Ships were not safe.	Deep and calm. Ships could rest safely.
Land for farms	Sandy, poor soil	Better soil, with room to build and grow

Because of these differences, the fleet moved north to Port Jackson — the colony's new home.

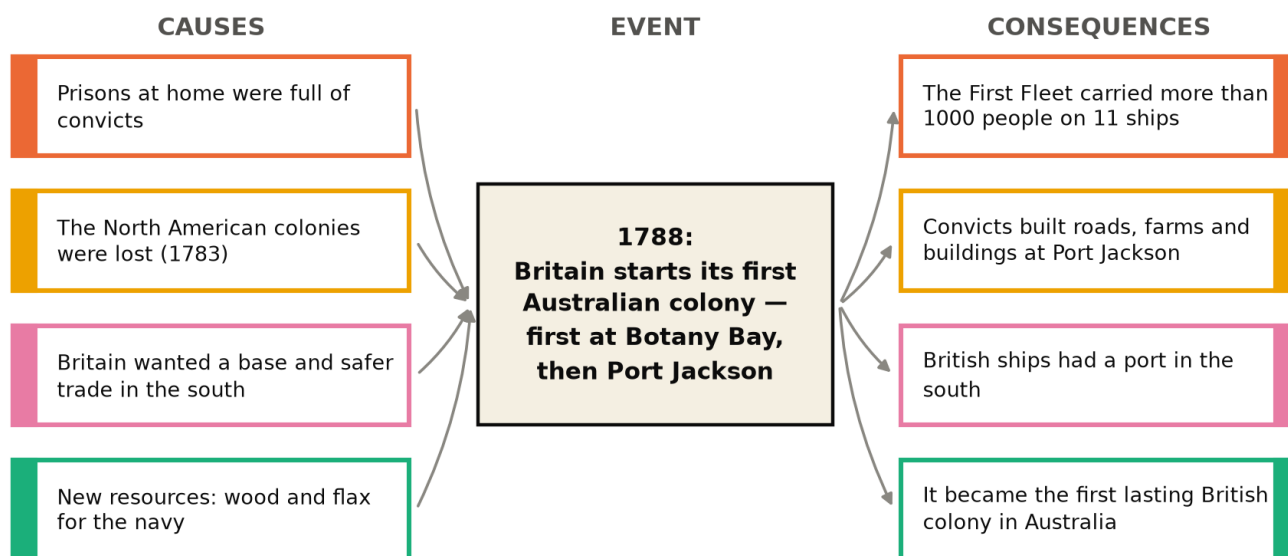
A table comparing Botany Bay and Port Jackson. Fresh water: very little at Botany Bay, a stream called the Tank Stream at Port Jackson. Safe water for ships: open and shallow, ships were not safe at Botany Bay; deep and calm, ships could rest safely at Port Jackson. Land for farms: sandy poor soil at Botany Bay, better soil with room to build and grow at Port Jackson.

That same week, the French navigator La Pérouse sailed into Botany Bay with two ships. Britain was not the only country watching the southern seas — and now Britain was first.

Part 6: Causes and consequences

Historians sort events into **causes** (the ‘why before’) and **consequences** (the ‘what after’). Here is 1788, sorted.

Causes and consequences: the first colony, 1788



Causes are the ‘why before’. Consequences are the ‘what happened after’.

A cause and consequence chart. Four causes point to a middle box, ‘1788: Britain starts its first Australian colony — first at Botany Bay, then Port Jackson’: prisons at home were full of convicts; the North American colonies were lost in 1783; Britain wanted a base and safer trade in the south; new resources of wood and flax for the navy. Four consequences point away from it: the First Fleet carried more than 1000 people on 11 ships; convicts built roads, farms and buildings at Port Jackson; British ships had a port in the south; it became the first lasting British colony in Australia.

Perspective. From Britain’s point of view, 1788 fixed a prison problem, beat France to the south, and grew the empire. Other people saw the same events in their own way — the convicts who were sent, and the sailors who landed, all had their own views. You will meet some of those people and their perspectives in Section 1E.

And historians still talk about which reason mattered most. That is exactly what Section 2E is about: different views of the same past.

Worked examples

Worked example 1 — Reading Hartog’s plate as a source.

A source is anything from the past that gives us information. A source made at the time, by people who were there, is a **primary source**. The plate from Part 2 is one. Here is how a historian reads it.

Working	Comment
Step 1: What is it? A metal plate, made by Hartog’s crew in 1616 and left on the west coast.	Made at the time, by people who were there. That makes it a primary source.
Step 2: What does it say? It gives dates (25 and 27 October 1616), a ship’s name (<i>Eendracht</i>) and a skipper’s name — the captain, Dirck Hartog.	Names and dates are facts. We can check them against Dutch ship records from 1616.
Step 3: What does it tell us? Dutch sailors reached the west coast in 1616 — and they wanted later ships to know it.	It is a sign that the Dutch were mapping these seas for their trade and their empire.
Step 4: What can it not tell us? Nothing about the land	One source is never enough. We pair it with maps and

Working	Comment
itself, and nothing about whether the Dutch wanted to stay.	ship journals.

Worked example 2 — Reading the secret instructions.

The secret instructions from Part 3 are a primary source too: the real paper, written in July 1768, is still kept in the UK National Archives.

Working	Comment
Step 1: What do the orders say to do? Map any new coasts, and write down the soil, plants, animals, rocks and metals.	Britain wanted useful knowledge — that is economic resources talk.
Step 2: Why keep the orders secret? Other countries wanted the same lands and sea roads.	Finding a southern land was a race between empires.
Step 3: What followed? Cook mapped the east coast in 1770 and claimed it for Britain.	The orders are one cause of the 1788 colony — almost 20 years before the fleet sailed.

Practice questions

With a little help.

Q1. Use the word bank. Fill in each gap with one word: (a) A person who broke the law and was sent away as a punishment was a _____. (b) A colony used as a place to send those people was a _____ colony. (c) A long journey by sea was a _____.

Q2. Use the timeline in Part 2. Write the five navigators in order of their voyages, with a year next to each name.

Q3. Use the route map in Part 2. (a) Which navigator's route touches the north coast in 1606? (b) Which two navigators touched the west coast? (c) Whose route shows the east coast for the first time?

Q4. Use the secret instructions in Part 3. Give two jobs the orders told Cook to do.

Q5. Use the reasons table in Part 4. Match each problem to the name of the reason: (a) prisons and prison ships were full; (b) the navy wanted wood and flax; (c) Britain had lost America; (d) France was sailing the southern seas too.

Q6. Use the two-bays table in Part 5. Give one way Port Jackson was better than Botany Bay for: (a) fresh water; (b) safe water for ships.

On your own.

Q7. Why did Britain need a new place to send convicts after 1783? Answer in one or two sentences.

Q8. Look at the route map in Part 2. Before Cook, which parts of the Australian coast did Europe know about? What does that tell you about why Cook's east-coast map mattered? Write two or three sentences.

Q9. 'Cook's voyage was about empire, not just maps and plants.' Do you agree? Use one fact from the secret instructions to back your view.

Q10. Name two **causes** of the 1788 colony and one **consequence** of it.

Reading a source

Read SOURCE A below, then answer Q11 to Q13.

SOURCE A

Retold from the journal of James Cook, ship Endeavour, April-May 1770

Cook wrote that his men caught so many stingrays in the bay that he named it Sting Ray Harbour.

Cook also wrote that Mr Banks and Dr Solander collected many new kinds of plants. Because of those plants, the place came to be called Botany Bay.

The real journal is kept at the National Library of Australia.

A journal written at the time, by someone who was there, is a primary source.

SOURCE A, retold from the journal of James Cook, ship Endeavour, April to May 1770. First note: Cook wrote that his men caught so many stingrays in the bay that he named it Sting Ray Harbour. Second note: Cook also wrote that Mr Banks and Dr Solander collected many new kinds of plants, and because of those plants the place came to be called Botany Bay. A note below says the real journal is kept at the National Library of Australia.

Q11. Is SOURCE A a primary or a secondary source? Use the word bank and one fact from the card to back your answer.

Q12. The bay was given two names. What did each name come from?

Q13. Besides Cook, two men are named in SOURCE A. Name one of them and say what he did at the bay. (Section 2C looks at what sources like this can and cannot tell us.)

Answers

Q1. (a) convict (b) penal (c) voyage

Q2. Jansz (1606), Hartog (1616), Tasman (1642 and 1644), Cook (1768 to 1770), La Pérouse (1788).

Q3. (a) Jansz. (b) Hartog and Tasman. (c) Cook.

Q4. Any two of: sail to Tahiti and watch Venus cross the Sun in 1769; look for a great southern land; map any new coasts; write down the soil, plants, animals, rocks and metals.

Q5. (a) a penal colony (b) new resources (c) a new place (d) a base in the south.

Q6. (a) Port Jackson had a fresh stream (the Tank Stream); Botany Bay had very little fresh water. (b) Port Jackson's water was deep and calm, so ships could rest safely; Botany Bay was open and shallow, and ships were not safe from wind and sea.

Q7. Until the war of 1775 to 1783, Britain sent convicts to its North American colonies. After Britain lost those colonies, that door was shut, so Britain needed somewhere new.

Q8. See the model answer below.

Q9. See the model answer below.

Q10. See the model answer below.

Q11. A primary source. It is retold from a journal written at the time by someone who was there — Cook's own journal of April to May 1770, kept today at the National Library of Australia.

Q12. Sting Ray Harbour came from the many stingrays Cook's men caught. Botany Bay came from the many new plants Banks and Solander collected there.

Q13. Joseph Banks or Daniel Solander; he collected many new kinds of plants at the bay.

Model answers

Q8. Before Cook, Dutch routes had touched the north coast (Jansz, 1606), the west coast (Hartog, 1616, and Tasman, 1644) and the far south (Tasman, 1642). The east coast was blank on European maps. Cook's map of 1770 filled that blank, so when Britain needed a colony in the 1780s, it already knew the east coast — and Botany Bay sat right on Cook's map.

Q9. Agree. The instructions told Cook to write down 'the soil, the plants, the animals, the rocks and metals' — a shopping list of economic resources — and they were kept secret because Britain did not want other countries to know its plans. That is how empires behave, not just map-makers.

Q10. Causes (any two): prisons and prison ships at home were full of convicts; Britain had lost its North American colonies in 1783; Britain wanted a base and safer trade in the south; the navy wanted new resources like wood and flax. Consequence (any one): more than 1000 people arrived on 11 ships; convicts built roads, farms and buildings at Port Jackson; British ships had a port in the south; it became the first lasting British colony in Australia.

In Section 1E you will meet the people of the First Fleet and their perspectives. Section 2B will ask you to put events like these in order. Section 2C will teach you to read sources like the plate and the journal. Section 2E looks at why historians see 1788 in different ways, and Section 3B at why changes happen, and what happens next.

The people of the First Fleet and the early colony: experiences and perspectives

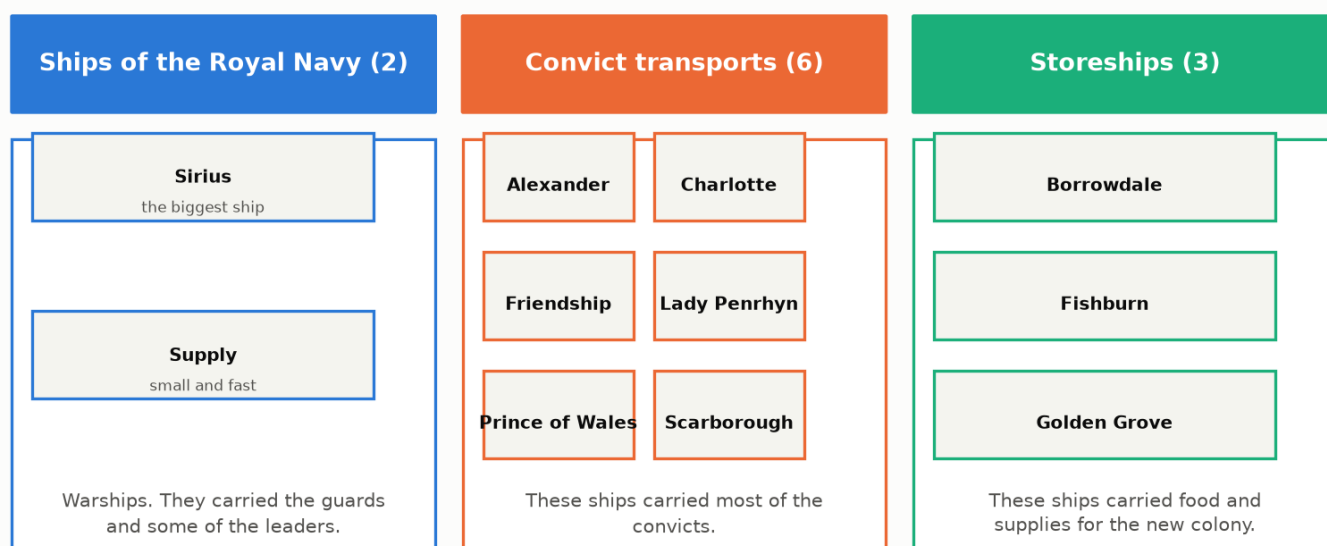
VC2HH4K08 Draws on .E01, .E02, .E03, .E04 and .E05.

Theory

A colony begins. In the 1700s, Britain decided to start a **colony** in Australia. A colony is a land that is ruled by another country far away. Britain planned to send convicts there. A **convict** is a person who has been found guilty of a crime and is sent away to live and work as a punishment. Sending convicts away like this was called **transportation**. The ships chosen for the job became known as the **First Fleet**. On 13 May 1787, the fleet's 11 ships left Portsmouth, in England, with more than 1,400 people on board.

Who sailed. The people on board were in a few big groups. The largest group was the convicts — about 780 of them: around 580 men, about 190 women, and some children. About 250 **marines** sailed too. Marines were soldiers who went with the ships to guard the convicts and keep order, on the ships and on land. Some marines brought their families. About 15 **officials** came to lead and run the colony. Some officials were military (soldiers), and some were **civilian** — that is, not part of the military. The sailors, or the ships' crews, worked the ships all the way from England. The man chosen to lead the whole colony was the **governor**, Arthur Phillip. A governor is the leader of a colony, chosen by the British government.

The 11 ships of the First Fleet



The fleet left Portsmouth, England, on 13 May 1787, with more than 1,400 people.

Ship names and types come from the records of the First Fleet.

Figure 1. The 11 ships of the First Fleet in three groups: two ships of the Royal Navy (Sirius and Supply), six convict transports (Alexander, Charlotte, Friendship, Lady Penrhyn, Prince of Wales and Scarborough), and three storeships (Borrowdale, Fishburn and Golden Grove). The fleet left Portsmouth on 13 May 1787 with more than 1,400 people.

Who sailed on the First Fleet?

More than 1,400 people left England on 13 May 1787.

About 780 convicts

About 580 men, about 190 women, and some children. They were sent to work for the new colony. Most had been found guilty of stealing.

About 250 marines (soldiers)

Their job was to guard the convicts and keep order. Some marines brought their families.

About 15 officials

The people sent to lead and run the colony, like Arthur Phillip, who was made governor.

The ships' crews (sailors)

They sailed the ships to Australia and worked the ropes and sails all the way.

Convicts we know by name

James Ruse — a farmer
Mary Bryant — a young mother
Thomas Barrett — a skilled metal worker

Officials we know by name

Arthur Phillip — governor (leader) of the colony
Watkin Tench — a marine officer who wrote a book
Richard Johnson — the man who led church services

The numbers are estimates (close counts, not exact) from the records of the fleet.

Figure 2. Who sailed on the First Fleet: about 780 convicts, about 250 marines (soldiers), about 15 officials, and the ships' crews. More than 1,400 people left England on 13 May 1787. Named people: the convicts James Ruse, Mary Bryant and Thomas Barrett, and the officials Arthur Phillip, Watkin Tench and Richard Johnson.

People we know by name. Records of the fleet let us name real people. Arthur Phillip was the governor. Watkin Tench was a marine officer who wrote down what he saw, and later wrote a book about the voyage and the new colony. Richard Johnson led church services. John White was a doctor on the fleet. Among the convicts were James Ruse, a farmer; Mary Bryant, a young mother; and Thomas Barrett, a man who could work with metal.

The voyage. The trip took about 252 days — more than eight months. The ships made four stops on the way, at Tenerife, Rio de Janeiro and the Cape of Good Hope, to take on fresh water and food. Life on board was hard. People lived crowded together below decks, and the food and water could go bad. Some people became sick, and some died before the fleet arrived. Even so, Watkin Tench wrote that just before the ships left, the convicts were “in high spirits”, and that there were “few complaints” among them. Most looked pleased to be going, though some were sad to leave their homes. Each person on the ships was given a **ration** every day — a ration is the food each person is given each day. The marines were given a full ration. The convicts were given only two thirds of what the marines got.

The voyage of the First Fleet: four stops on the way



At each stop the ships took on fresh water and food. The stops gave the sick a chance to rest.

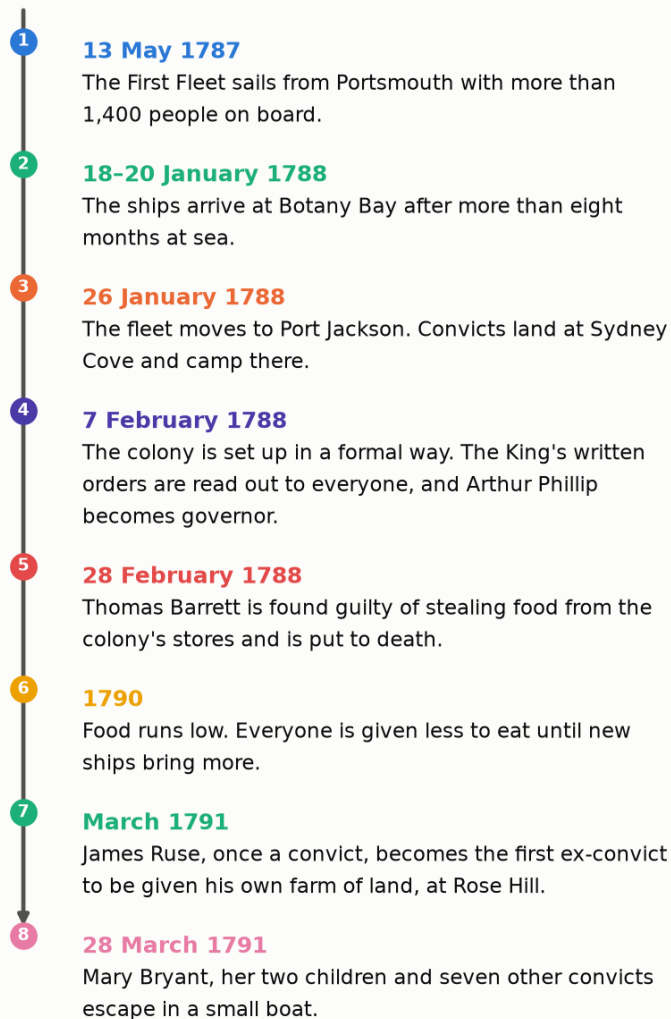
The whole trip took about 252 days — more than eight months.

The dates on this diagram come from the words cut into the Charlotte Medal, made at Botany Bay in January 1788.

Figure 3. The voyage of the First Fleet with its stops and dates: left Portsmouth 13 May 1787; at Tenerife 4 to 10 June 1787; at Rio de Janeiro 6 August to 5 September 1787; at the Cape of Good Hope 14 October to 13 November 1787; arrived at Botany Bay 18 to 20 January 1788. The days at sea between stops were 22, 57, 39 and 68, and the whole trip took about 252 days.

The colony begins. The ships reached Botany Bay between 18 and 20 January 1788. The leaders looked at the bay and decided it was a poor place for a colony: there was little fresh water, and the bay was not safe for ships. So on 26 January 1788 the fleet moved north to Port Jackson, and the convicts came ashore at Sydney Cove. They camped there and began work at once. Then, on 7 February 1788, the colony was set up in a formal way. The King's written orders were read out to everyone, and Arthur Phillip became governor. Phillip told the convicts that the colony would be kind to those who worked hard and did better with their lives, and that the law would punish those who broke it.

Timeline: the voyage and the first years of the colony



Your turn: copy this timeline into your book, then add pictures at each point to make an illustrated timeline.

Figure 4. A timeline of the voyage and the first years of the colony: 13 May 1787 the fleet sails from Portsmouth; 18 to 20 January 1788 the ships arrive at Botany Bay; 26 January 1788 the fleet moves to Port Jackson and the convicts land at Sydney Cove; 7 February 1788 the King's orders are read out and Arthur Phillip becomes governor; 28 February 1788 Thomas Barrett is put to death for stealing food; 1790 food runs low and everyone is given less; March 1791 James Ruse is given his own farm of land at Rose Hill; 28 March 1791 Mary Bryant, her two children and seven other convicts escape in a small boat.

Crimes and sentences. Why were the convicts on those ships? In Britain at the time, the law was very strict. A wide range of crimes was punishable by transportation. Most convicts had stolen small things: food, clothes, money, or goods from shops and houses. Sentences were 7 years, 14 years, or life, and most convicts never saw Britain again. British prisons were so full that some convicts waited for years in old ships called **hulks** — old ships used as floating prisons. Most of the people transported were poor. Many rich people looked down on the poor and blamed them for being poor, and the law was harder on the poor than on the rich.

Crimes and sentences: why were people transported?

The law in Britain was very strict

- A wide range of crimes was punishable by transportation — being sent to a far-away colony to work as a convict.
- Most convicts had stolen small things: food, clothes, money, or goods from shops and houses.
- Sentences were 7 years, 14 years, or life. Most convicts never saw Britain again.
- British prisons were full, so some convicts waited for years in old, rotting ships called hulks.

Three real convicts

James Ruse

Crime: breaking into a house
Sentence: 7 years
Ship: the Scarborough
He became the colony's first farmer on his own land.

Mary Bryant

Crime: robbery on a road near Plymouth
Sentence: death — but it was changed to 7 years
Ship: the Charlotte
She had a baby girl on the voyage.

Thomas Barrett

Crime in the colony: found guilty of stealing food from the stores
Sentence: death
He was put to death on 28 February 1788.

Sentences came from real court records of the time.

Most convicts were poor people. Many rich people looked down on the poor and blamed them for being poor.

Figure 5. The law in Britain: a wide range of crimes was punishable by transportation; most convicts had stolen small things; sentences were 7 years, 14 years or life; prisons were full, so some convicts waited in old ships called hulks. Three real convicts: James Ruse (breaking into a house, 7 years, the Scarborough); Mary Bryant (robbery on a road near Plymouth, first sentenced to death but changed to 7 years, the Charlotte); Thomas Barrett (found guilty of stealing food from the colony's stores, put to death on 28 February 1788).

High and low. The new colony had a clear order, from high to low. At the top was Governor Arthur Phillip, then the officials, then the marine officers, then the marines, then free people (families and workers who were never convicts), and at the bottom the convicts. This order is called the **social standing** of the people — where each person or group sat, high or low, in the colony's order. The way prisoners were treated could be cruel. On 28 February 1788, Thomas Barrett was found guilty of stealing food from the colony's stores and was put to death. Yet convicts who worked hard and did well could earn trust and better jobs, and some earned their freedom. When his sentence ended, James Ruse was given his own farm of land at Rose Hill in March 1791 — the first land given to an ex-convict in the colony.

Who was high? Who was low? Social standing in the colony

HIGH

Governor Arthur Phillip

The leader of the colony, chosen by the King to rule.

Officials

People sent to help run the colony: judges, doctors and people who kept the records. Some were military, some were civilian (not military).

Marine officers

Like Watkin Tench, who led the soldiers and wrote a book about the voyage.

Marines (soldiers)

They guarded the convicts and kept order. They got pay and uniforms. Some brought families.

Free people

Families and workers who were never convicts.

Convicts

At the bottom. They had to work hard every day — but skilled workers, like men who could work with metal or wood, were given better jobs.

LOW

How did people see the poor?

- In those days, many rich people blamed the poor for being poor. They thought poor people were lazy.
- The law was harder on the poor than on the rich. Stealing something small could send a poor person to the other side of the world.
- In the colony, convicts who worked hard and did well could earn trust. On 7 February 1788, Governor Phillip told them the colony would be kind to those who did better with their lives.

Figure 6. The social standing of the colony, shown from high to low: Governor Arthur Phillip; officials (judges, doctors and people who kept the records, some military and some civilian); marine officers such as Watkin Tench; marines (soldiers) who guarded the convicts; free people (families and workers who were never convicts); and convicts at the bottom. A side panel says that many rich people of the time blamed the poor for being poor, and that the law was harder on the poor than on the rich.

Daily life at Sydney Cove. Watkin Tench's book tells us what the first days were like. Everyone was busy: cutting down the woods, setting up the blacksmith's fire, carrying loads of stones and food, putting up tents, and cooking over open fires. Most convicts camped near a small stream of fresh water. On the first Sunday, Richard Johnson led a church service under a big tree. The colony's food was kept in a store and given out to everyone each day, and guards stood watch every day. People at the time also made paintings and drawings of the new colony. Books, diaries, paintings and drawings made by people who were there are called **primary sources** — sources made at the time, by people who were there.

Daily life at Sydney Cove, 1788

What Watkin Tench saw in the first days after the landing

Cutting down the woods

Trees had to be cleared to make room for the camp.

Setting up the blacksmith's fire

Tools and nails were fixed and made by the smith.

Carrying loads of stones and food

Heavy loads were dragged from the ships to the camp.

Putting up tents

Officers and guards slept in tents at first.

Cooking over open fires

Meals were cooked on fires along the beach.

Camping near the fresh water

Most convicts camped near a small stream of fresh water.

- On the first Sunday, a church service was held under a big tree. Richard Johnson led it.
- Food was kept in a store and given out each day to everyone. This daily food was called a ration.
- Guards stood watch every day, with officers, soldiers and drummers.
- Artists made paintings and drawings of the new colony. These artworks are primary sources too.

We know this from a book by Watkin Tench, published in 1789. He was there. That makes his book a primary source.

Figure 7. Daily life at Sydney Cove in 1788, from Watkin Tench's book: cutting down the woods; setting up the blacksmith's fire; carrying loads of stones and food; putting up tents; cooking over open fires; camping near the fresh water. A church service was held under a big tree on the first Sunday; food was kept in a store and given out each day; guards stood watch every day; and artworks of the new colony are primary sources too.

One day, many perspectives. The same day can mean different things to different people. The way one person sees and understands an event is called a **perspective**. A convict landing at Sydney Cove, a marine guard, and Governor Phillip all saw 26 January 1788 in different ways. We can build models of these perspectives from real sources of the time — but a model is never written as if a real person said those exact words.

Landing at Sydney Cove, 26 January 1788

Three perspectives on the same day (models built from real sources of the time)

A convict	A marine guard	Governor Arthur Phillip
"I am tired, but glad to be on dry land after more than eight months at sea. I must work hard every day. If I do well, one day I may be free."	"My job is to guard the convicts and keep order. I get pay and food for my work. My wife and children came with me."	"Today a new British colony begins. I must feed everyone and keep order. Convicts who work hard and do well shall have the chance to start a new life."

Each person saw the **SAME** day in a different way. That is what a perspective is.

These are models, not real quotes.

We built them from what people wrote at the time, like Watkin Tench's book (1789) and Governor Phillip's words read out on 7 February 1788.

Never write model words as if a real person said them.

Figure 8. Three model perspectives on the landing at Sydney Cove on 26 January 1788: a convict is tired but glad to be on dry land, and hopes to be free one day; a marine guard sees his job of guarding the convicts and keeping order, with his family beside him; Governor Phillip sees the start of a new British colony and the chance for convicts who do well to start a new life. The words are models built from real sources, not real quotes.

Worked examples

Example 1 — Build a table of the groups (with help)

Use Figure 2 to make a table of the First Fleet groups: what the voyage was like for each group, and what life in the colony was like for them.

Working	Comment
1. Draw three columns: Group / Experience of the voyage / Experience in the colony.	A table with clear columns keeps your ideas in order.
2. Row 1 — Convicts (about 780). Voyage: crowded below decks for more than eight months; only two thirds of what the marines got. Colony: had to work hard every day, and the law over them was strict.	One row per group.
3. Row 2 — Marines (about 250). Voyage: full rations; the job of guarding the convicts. Colony: stood guard every day; some brought their families.	Use facts from this section, not made-up facts.
4. Add rows for the officials and the ships' crews yourself.	Finish every row before you stop.

Model answer. The First Fleet carried about 780 convicts, about 250 marines, about 15 officials and the ships' crews. The convicts had a hard voyage, crowded below decks on short rations, and hard work in the colony. The marines

guarded the convicts on the voyage and stood guard in the colony. The officials led and ran the colony, and the crews sailed the ships.

Example 2 — Whose perspective is this? (with help)

Read the words of Watkin Tench, written in his book of 1789, about the convicts just before the ships left England: the prisoners were “in high spirits”, with “few complaints”, and most looked pleased to be going — though some were sad to leave their homes.

Working	Comment
1. Whose perspective is this? It is Watkin Tench’s — a marine officer watching the convicts.	Always name the person whose view you are reading.
2. What does it tell us? That many convicts seemed pleased and in good spirits at the start, and that some were sad to leave home.	Quote the short words that show it.
3. Is it the convicts’ own view? Not exactly. It is how the convicts looked to Tench. A convict might have felt very different inside.	A view seen from outside is still a perspective.

Model answer. These words give Watkin Tench’s perspective on the convicts at the start of the voyage. Tench, a marine officer, saw convicts who were in high spirits with few complaints, though some were sad to leave home. It is what the convicts showed on the outside, as one officer saw them — not the convicts’ own words.

Practice questions

With help

Q1. Use Figure 1. (a) How many ships carried most of the convicts? (b) Name the two ships of the Royal Navy. (c) What did the storeships carry?

Q2. Use Figure 2. (a) About how many convicts sailed on the First Fleet? (b) Whose job was it to guard the convicts? (c) Name one official we know by name, and say what his job was.

Q3. Use Figure 3. (a) Put these stops in the order the fleet made them: the Cape of Good Hope, Tenerife, Botany Bay, Rio de Janeiro. (b) How many days at sea was the last part of the trip, from the Cape of Good Hope to Botany Bay? (c) About how long was the whole trip?

Q4. Use Figure 5. (a) Name two things most convicts had stolen. (b) What were the three sentences named on the card? (c) What were the old ships used as floating prisons called?

Q5. Fill each gap with one word from the box: *convict, transportation, ration, governor, perspective*. (a) A person sent away to live and work as a punishment is a _____. (b) Sending convicts to a far-away colony was called _____. (c) The food each person was given each day was their _____. (d) The leader of the colony, chosen by the British government, was the _____. (e) The way one person sees and understands an event is their _____.

Q6. Use Figure 7. (a) Name three jobs the convicts did in the first days at Sydney Cove. (b) Where was the first church service held, and who led it? (c) Whose book tells us about these first days?

On your own

Q7. Copy the table from Example 1 and finish it: add a row for the officials and a row for the ships’ crews, with their experiences of the voyage and of the colony.

Q8. Use Figure 4. Choose two dates from the first years of the colony (1788 to 1791). For each date, write one sentence to say what happened and one sentence to say why it matters.

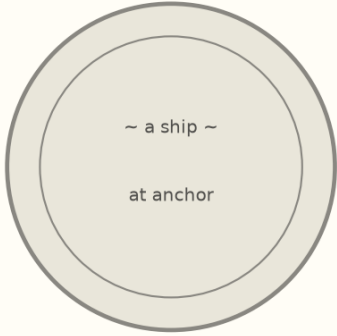
Q9. “The law in Britain at the time was harder on the poor than on the rich.” Do you agree? Use at least two facts from this section in your answer.

Q10. Imagine you are a convict or a marine guard landing at Sydney Cove on 26 January 1788. Write two or three sentences that show your perspective. Make clear that your words are a model, built from what real sources tell us.

Source inquiry

Read the source card below, then answer the questions.

SOURCE CARD — The Charlotte Medal



Made: January 1788, at Botany Bay. Cut by hand from a piece of silver.

Made by: Thomas Barrett, a convict with metal-working skills.

Made for: Doctor John White, a doctor on the fleet.

Kept today: Australian National Maritime Museum, Sydney.

Words on one side:

"The Charlotte at anchor in Botany Bay Jan'y th.20.1788"

Words on the other side (shortened here, spelling as on the medal):

"Sailed the Charlotte of London from Spit head the 13 of May 1787 ... arriv'd at Botany Bay the 20 of Jan' ... distance from great Britan Miles 13106"

Why it matters: this is a **PRIMARY SOURCE**. It was made at Botany Bay in January 1788, by someone who was there.

The medal also lists the Charlotte's stops: Tenerife, Rio de Janeiro, and the Cape of Good Hope.

A real object from 1788 — not made up, not copied.

Figure 9. A source card for the Charlotte Medal, a real silver object made at Botany Bay in January 1788 by the convict Thomas Barrett for Doctor John White, and kept today at the Australian National Maritime Museum in Sydney. Words on one side: "The Charlotte at anchor in Botany Bay Jan'y th.20.1788". Words on the other side record the ship's voyage: "Sailed the Charlotte of London from Spit head the 13 of May 1787 ... arriv'd at Botany Bay the 20 of Jan' ... distance from great Britan Miles 13106". The card says the medal is a primary source because it was made at Botany Bay in 1788 by someone who was there.

This card shows a **primary source** — a real object made at the time it talks about, by someone who was there.

Q11. (a) Who made the Charlotte Medal, and when and where was it made? (b) Name two facts about the voyage that the medal records. (c) Why is the medal a primary source? Use the words on the card to help. (d) Figure 3 shows the dates of the voyage. Explain how the medal helps you check that Figure 3 is right.

Answers

Q1. (a) Six ships (the convict transports). (b) The Sirius and the Supply. (c) Food and supplies for the new colony.

Q2. (a) About 780. (b) The marines (soldiers). (c) Any one of: Arthur Phillip, the governor and leader of the colony; Watkin Tench, a marine officer; Richard Johnson, who led church services; John White, a doctor.

Q3. (a) Tenerife, Rio de Janeiro, the Cape of Good Hope, Botany Bay. (b) 68 days. (c) About 252 days — more than eight months.

Q4. (a) Any two of: food, clothes, money, goods from shops and houses. (b) 7 years, 14 years, or life. (c) Hulks.

Q5. (a) convict. (b) transportation. (c) ration. (d) governor. (e) perspective.

Q6. (a) Any three of: cutting down the woods; setting up the blacksmith's fire; carrying loads of stones and food; putting up tents; cooking over open fires. (b) Under a big tree, led by Richard Johnson. (c) Watkin Tench's book (1789).

Q7. Example. Officials: voyage — sailed with the fleet to lead it; colony — led and ran the colony, like Governor Phillip. Ships' crews: voyage — worked the ropes and sails for more than eight months; colony — most sailed the ships home again when the colony began.

Q8. Example. 7 February 1788: the King's orders were read out and Arthur Phillip became governor; it matters because it is the day the colony was set up in a formal way. 28 March 1791: Mary Bryant and eight others escaped in a small boat; it matters because it shows how badly some convicts wanted to be free.

Q9. Example. I agree. Most convicts were poor people who had stolen small things like food or clothes, and they were sent to the other side of the world for it. At the same time, many rich people blamed the poor for being poor, and the law was harder on the poor than on the rich.

Q10. Example (a model, in the voice of a convict): I am tired after eight months at sea, but glad to stand on dry land at last. I must work hard every day now, but if I do well, I may one day be free. These words are a model built from what sources like Tench's book tell us about convict life.

Q11. (a) The convict Thomas Barrett made it, at Botany Bay in January 1788, for Doctor John White. (b) Any two of: the Charlotte left Spithead on 13 May 1787; she stopped at Tenerife, Rio de Janeiro and the Cape of Good Hope; she arrived at Botany Bay on 20 January 1788; the trip was 13,106 miles. (c) It was made at Botany Bay in January 1788 by a person who was there, so it is a source from the time itself. (d) The medal records the same dates and stops as Figure 3 (left 13 May 1787, stops at Tenerife, Rio and the Cape, arrival in January 1788). When a real object from the time agrees with our figure, we can trust the figure.