

Mathematics Level 7

Chapter 3 — Historical Concepts and Skills: change, causes, significance and communicating

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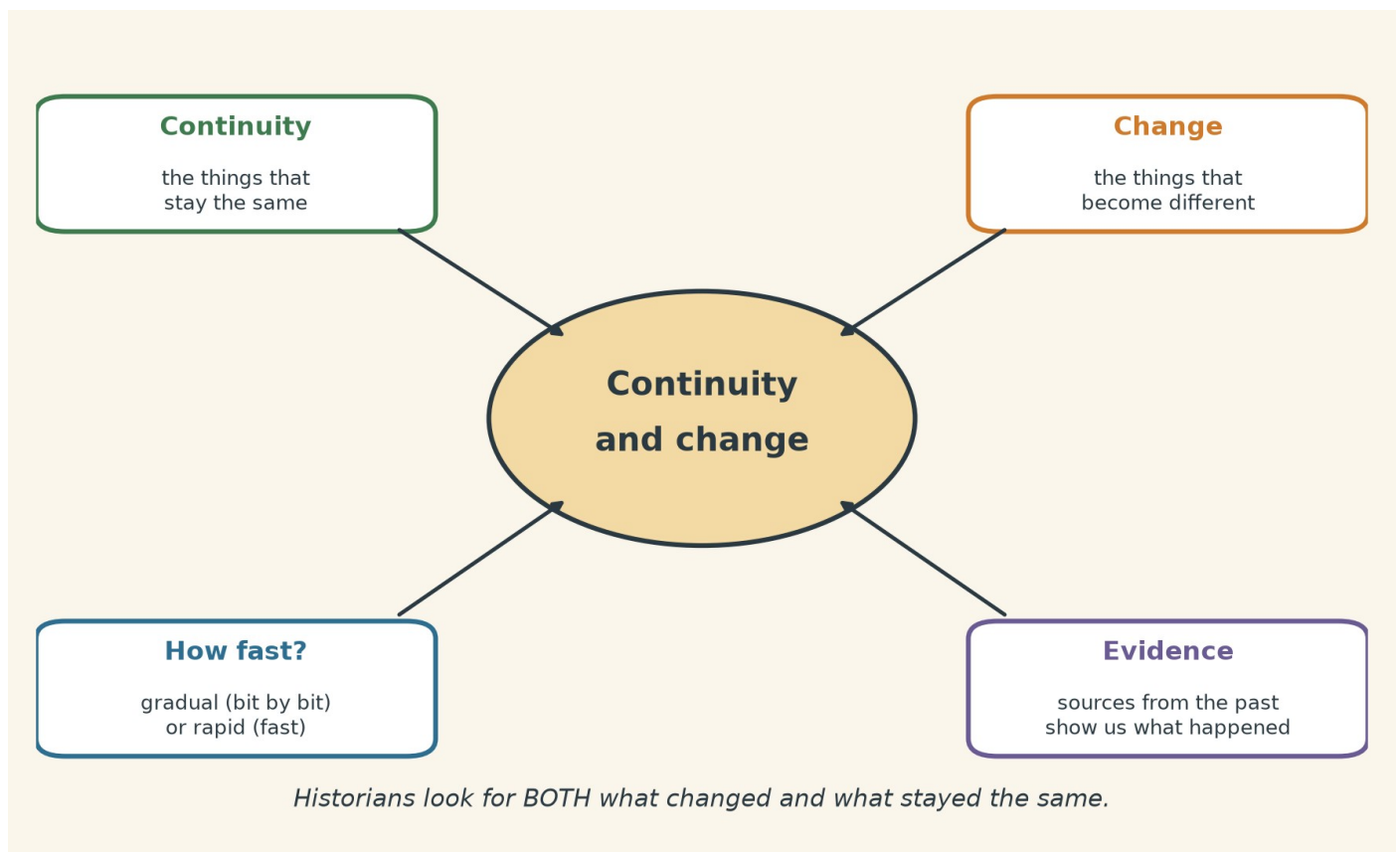
What changed and what stayed the same

Teacher-facing (not student text). Content description VC2HH4S06 (Levels 3 and 4). Draws on .E03 (how the colony's population changed over time, and the patterns in that change) and .E04 (using source material such as stories, diaries, letters, paintings and drawings to find what stayed and what changed in how the land was used and in the environment after 1788). The .E01 original-inhabitants question and .E02 Aboriginal place names are NOT taught here; only the rest of each is used (the "what changed / gradual or rapid / what stayed the same" questions, and where the new place names came from, as in Rose Hill → Parramatta). Links: 1A (local community change), 1D/1E (First Fleet stories, diaries, letters, paintings and drawings), 2B. Reading load Yr4; subject terms are defined at first use; anything above the ceiling is read aloud by the teacher. The Figure 5 sketches are original drawings made for this book after the real works — they are not copies of them.

Teaching sequence

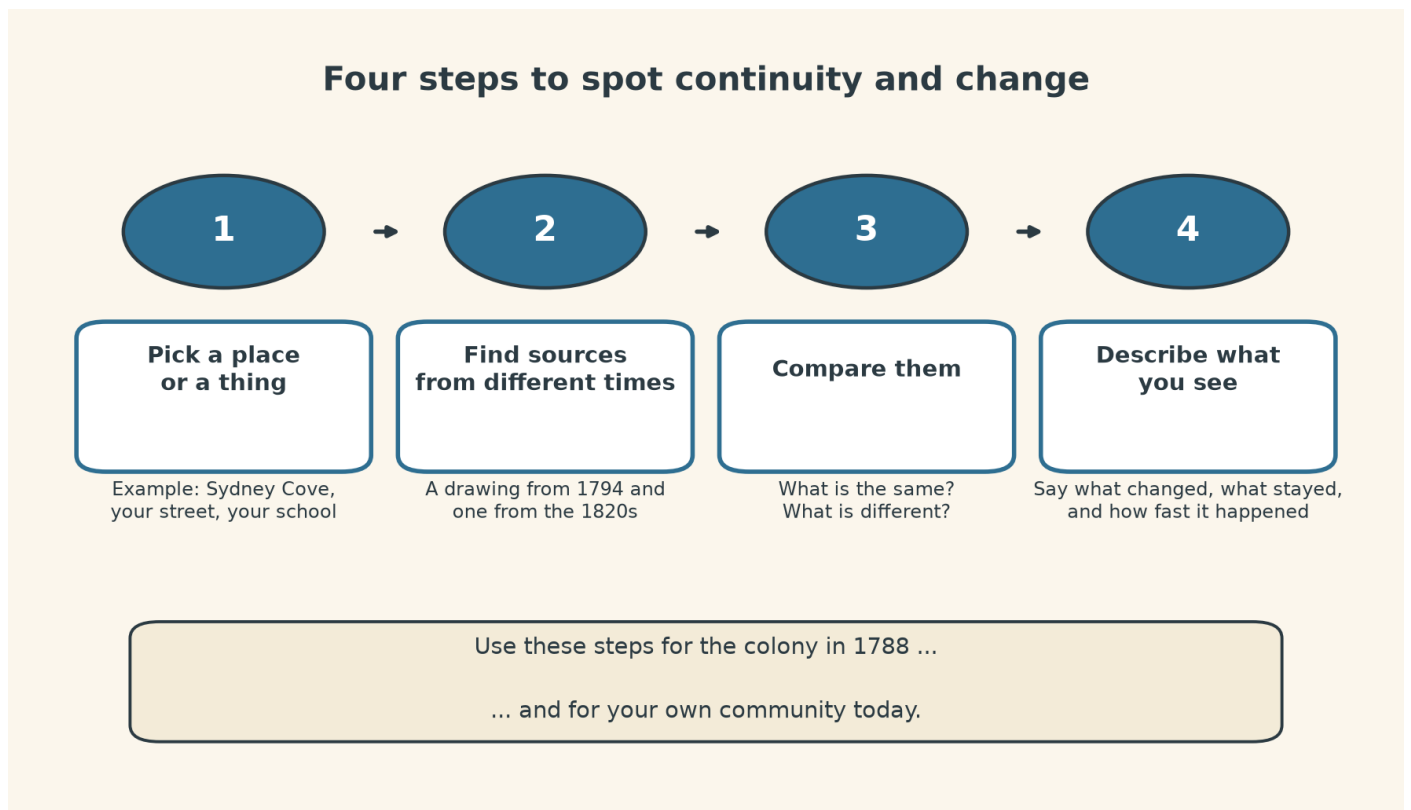
A **historian** is a person who finds out about the past. Historians looking at the past always ask two questions together: *What changed?* and *What stayed the same?*

Change is what became different. **Continuity** is what stayed the same. A change can be **gradual** (bit by bit, over a long time) or **rapid** (quick). Historians find change and continuity in **sources** — things left from the past. Sources can be stories, diaries, letters, paintings and drawings. The clues a source gives us are called **evidence**.



A word web with “continuity and change” in the middle and four boxes around it: continuity means the things that stay the same, change means the things that become different, how fast means gradual or rapid, and evidence means sources from the past show us what happened

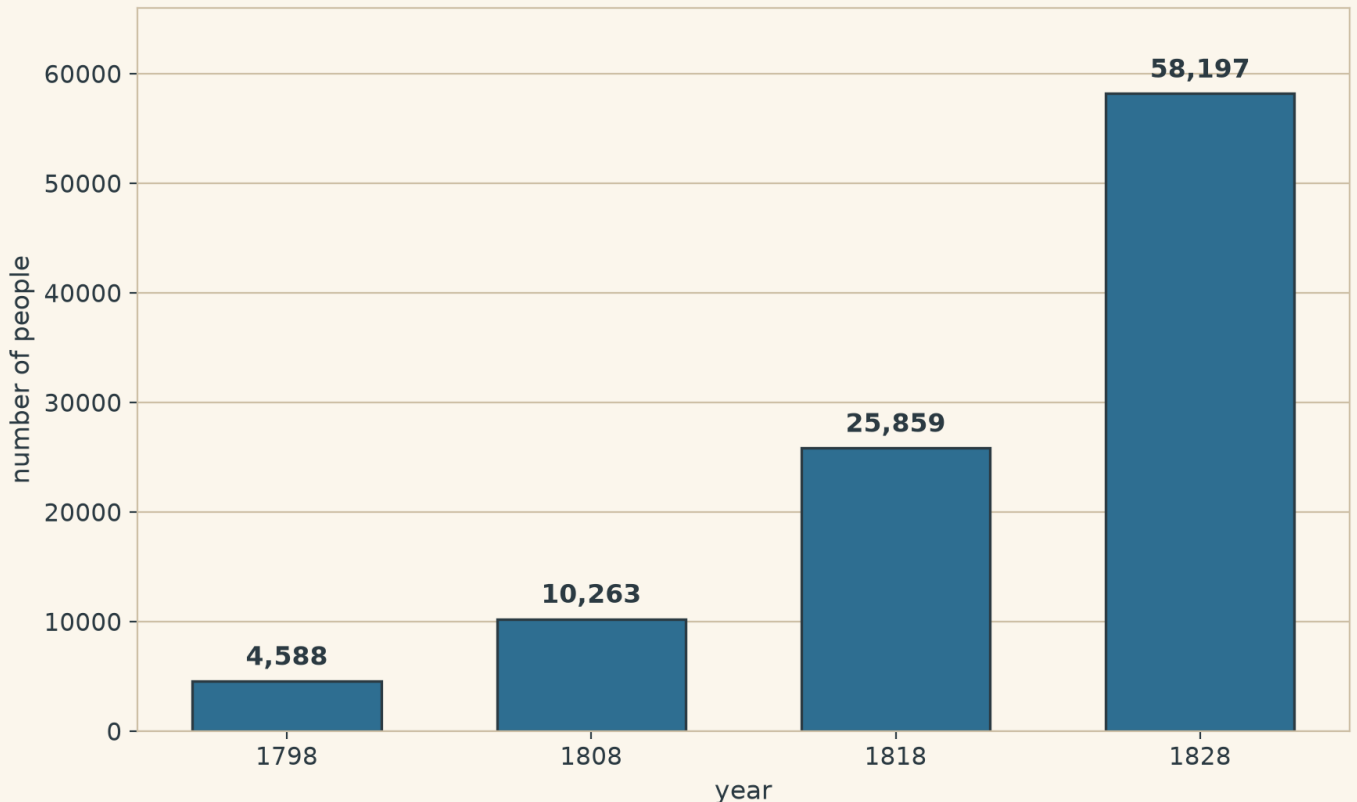
Historians use four steps to spot change and continuity.



Four numbered steps in a row: 1 pick a place or a thing, 2 find sources from different times, 3 compare them, 4 describe what you see, each with a hint below, and a box at the bottom saying use these steps for the colony in 1788 and for your own community today

How the colony's population changed (.E03). In 1788, about 1,500 people landed with the First Fleet. A **colony** is a place ruled by a far-away country. The **population** of a colony is all the people living in it. By 1828 the population had grown huge. How do we know? In November 1828 the colony of New South Wales counted everyone in it. A careful count of everyone in a place is called a **census**.

People living in Britain's Australian colonies



A bar chart of the number of people living in Britain's Australian colonies every ten years: 4,588 in 1798; 10,263 in 1808; 25,859 in 1818; and 58,197 in 1828, with the bars getting much taller each time

The first count of the whole colony

In November 1828, the colony of New South Wales counted everyone in it.
This count is called a census.

All up, the census counted:
36,598 people

Convicts
15,728

people sent as punishment
who still had to work for the colony

Free people
20,870

many were once convicts,
now free after their time was served

1788: about 1,500 people landed with the First Fleet.

1828: just forty years on, the colony had grown very large.

Cards about the first census of the whole colony in November 1828: 36,598 people in all, made of 15,728 convicts and 20,870 free people, with a note that in 1788 about 1,500 people had landed with the First Fleet

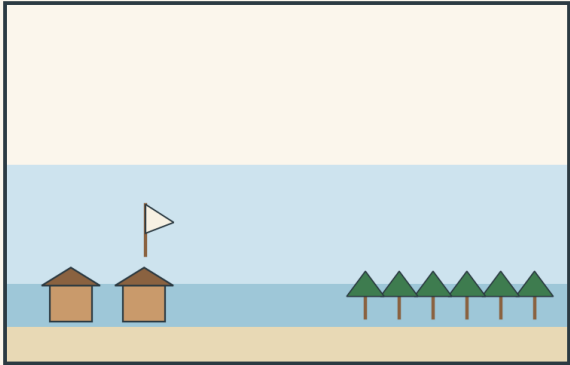
Now look for the **pattern**. Each count is about twice the one before it, or more. So the pattern is: *the population kept growing*. That growth is a change. And one continuity is that most new people still arrived by ship.

Land use and the environment (.E04). The same place can look different at different times. Here are two views of Sydney Cove, with about thirty years between them. The sketches below were made for this book to show what the two real pictures record. The 1794 picture is said to be by **Thomas Watling**, a **convict** — a person sent to the colony as a punishment for breaking the law — who could draw. The 1820s picture is by **Joseph Lycett**, another convict who could draw.

The same place, thirty years later

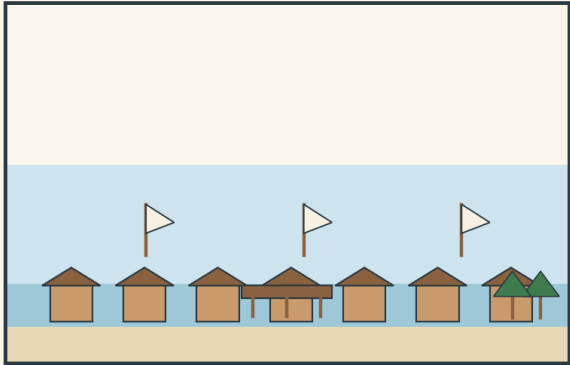
A view dated 1794

(said to be by convict artist Thomas Watling)



A view from the 1820s

(by convict artist Joseph Lycett)



What stayed the same?

the cove, the water, the ships bringing goods

What changed?

many more buildings, a wharf, fewer trees

Sketches made for this book to show what the two real views record.

The real works are kept at the State Library of New South Wales.

Two sketches of the same cove side by side: the left one, from a view dated 1794, shows two huts, a flag and many trees; the right one, from a view of the 1820s, shows many more buildings, a wharf and fewer trees; boxes below ask what stayed the same and what changed

The pictures show change. This table shows more changes to the land and the **environment** (the land, water, trees and animals of a place), and the source of each fact.

How the land around Sydney Cove changed

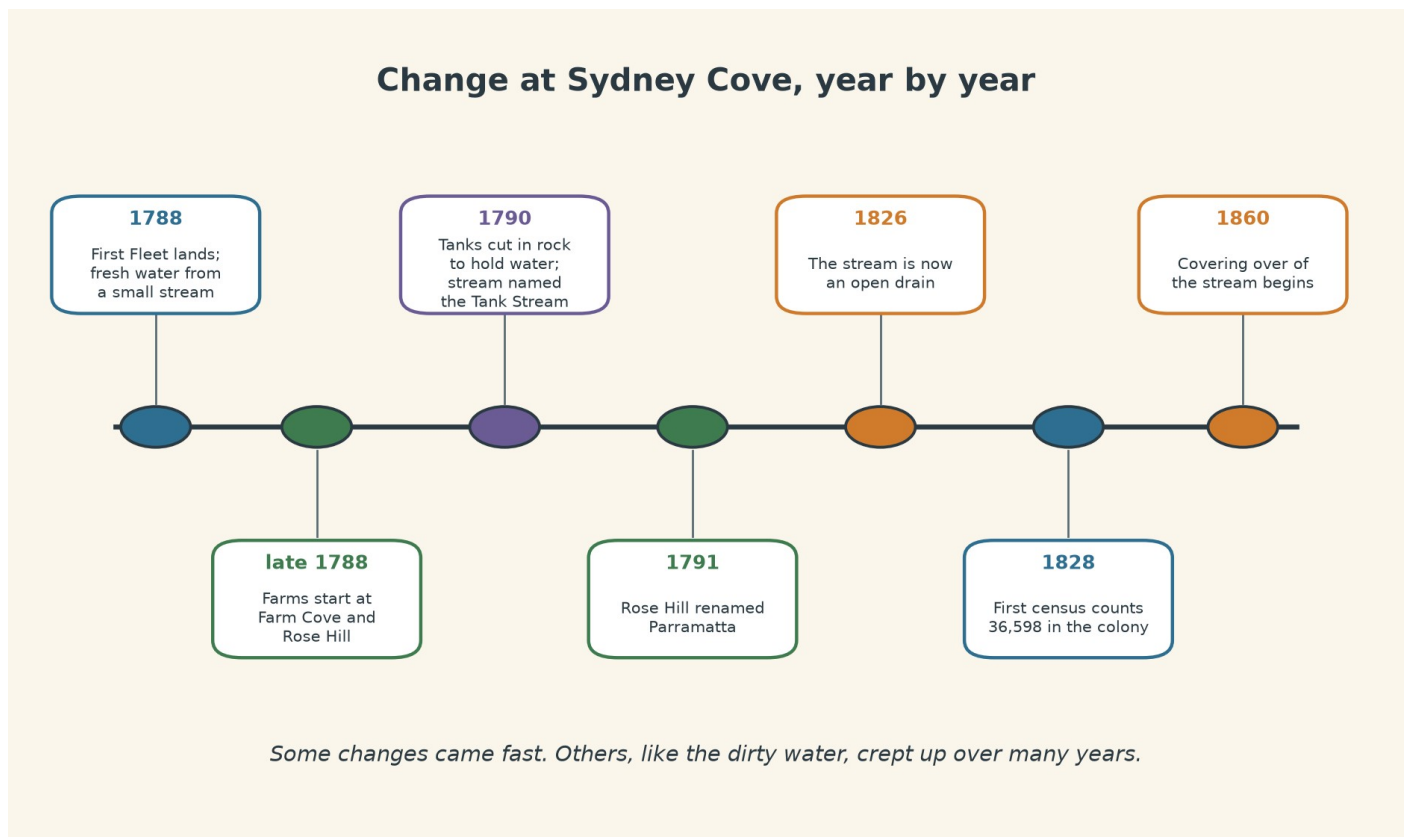
What	In 1788	What changed	Source (evidence)
Water	a small stream gave the colony fresh water	buildings and waste made it dirty; by 1826 it was an open drain; from 1860 it was covered over	the Tank Stream, named for tanks cut in the rock in 1790
Trees	trees grew thick around the cove	cut down for huts, boats and firewood; the town grew where trees once stood	drawings from 1794 and the 1820s show the difference
Food farms	no farms yet; food came from the ships	a small farm at Farm Cove in 1788; a big farm at Rose Hill by late 1788, renamed Parramatta in 1791	records kept for Governor Phillip's colony
Animals	cattle, sheep, pigs, goats, horses and chickens arrived with the First Fleet	herds grew; more animals lived around the farms	ship records from 1788 count the animals that landed

Change was all around - but the cove and the harbour stayed.

Facts for this book checked against dated records on 24 August 2026.

A four-row table for water, trees, food farms and animals around Sydney Cove; each row shows how things were in 1788, what changed, and the source of the evidence; a line below says change was all around but the cove and the harbour stayed

Some changes were rapid and some were gradual. This timeline shows both kinds.



A timeline of change at Sydney Cove from 1788 to 1860: in 1788 the First Fleet lands and fresh water comes from a small stream; in late 1788 farms start at Farm Cove and Rose Hill; in 1790 tanks are cut in rock and the stream is named the Tank Stream; in 1791 Rose Hill is renamed Parramatta; in 1826 the stream is now an open drain; in 1828 the first census counts 36,598 people; in 1860 the covering over of the stream begins

The name Rose Hill became Parramatta in one day — a rapid change. The stream went from fresh to dirty over about forty years — a gradual change. The cove and the harbour stayed the same — a continuity.

Your community (→ 1A). The same four steps work for your own street, school or park.

Now be the historian of YOUR community

Pick a place you know: your street, your school, a local park or shop.

My place: _____

Sources I can use: old photos, a newspaper, an older person's story

What changed?

new shops or houses?
new roads or buses?
Example: a new library
opened near my school.

What stayed the same?

the park? the river?
the school name?
Example: the oak tree
in the park is still there.

How fast?

gradual (bit by bit)
or rapid (fast)?
Example: the main road
changed in one year.

Finish the sentence:

"In my community, _____ changed, but _____ stayed the same."

A chart for the student's own community: a line to write your place, then three boxes headed what changed, what stayed the same, and how fast, each with prompts and an example, and a sentence to finish at the bottom: in my community something changed but something stayed the same

What a good answer looks like. A good description of continuity and change has four parts: a change, a continuity, named evidence, and how fast it happened.

A model answer - read it, then spot the parts

Sydney Cove changed a lot after 1788.

A drawing dated 1794 shows a few buildings and many trees. A painting from the 1820s shows the same cove with many buildings, a wharf and busy ships. The water and the shape of the cove stayed the same. That is a continuity. The change took about thirty years, so it was gradual, not rapid. The drawing and the painting are our sources, and they give us evidence.

CHANGE:
what became different

EVIDENCE:
names the sources

CONTINUITY:
what stayed the same

HOW FAST:
gradual or rapid

Your turn - a good answer has all four parts:

a change + a continuity + named evidence + how fast it happened

(Use the four steps from Figure 2 to build yours.)

A model answer about Sydney Cove in a box, with four labelled tags beside it: change, evidence, continuity and how fast; below is a checklist saying a good answer has a change, a continuity, named evidence and how fast it happened

Worked examples

Worked example 1 — Reading the population graph (.E03). We use the graph to identify the change and describe the pattern.

What we do	What we see
Read the 1798 bar	4,588 people
Read the 1828 bar	58,197 people
Identify the change	The population grew from 4,588 to 58,197 in thirty years.
Describe the pattern	Each count is about twice the one before, so the population kept growing faster and faster.
Name a continuity	Most new people still arrived by ship.

Worked example 2 — Two views of the same cove (.E04). We compare the two sketches and sort what we see into change and continuity.

Question	Evidence	Change or continuity?
What is different?	Many more buildings and a wharf in the 1820s picture	Change
What is different?	Fewer trees in the 1820s picture	Change
What is the same?	The shape of the cove and the water	Continuity
What is the same?	Ships still come, bringing goods	Continuity
How fast?	About thirty years between the two pictures	Gradual

Worked example 3 — How fast? (gradual or rapid). We use the timeline.

Change or continuity	Gradual or rapid?	How we know
Rose Hill renamed Parramatta	Rapid	It happened on one day, 4 June 1791.
The stream going dirty	Gradual	It took from 1788 to 1826, bit by bit.
Farms starting	Rapid	The first farms were planted in 1788, the year the fleet landed.
The cove staying the same	Continuity	It is the same in every picture.

Practice tasks

With some help

- Q1.** Look at the bar chart. Which year has the tallest bar? How many people lived in the colony that year?
- Q2.** Look at the bar chart. How many more people lived in the colony in 1818 than in 1798? (Hint: subtract.)
- Q3.** Look at the census cards. Were there more convicts or more free people in 1828?
- Q4.** Look at the two sketches of Sydney Cove. Write one thing that changed and one thing that stayed the same.
- Q5.** Look at the timeline. Was the renaming of Rose Hill gradual or rapid? How do you know?
- Q6.** Sort these into change or continuity: (a) new buildings where trees once stood; (b) the shape of the cove; (c) ships bringing goods; (d) the stream going dirty.

On your own

- Q7.** Look at the table of land changes. Pick one row (water, trees, farms or animals). Write two or three sentences describing the change. Name the source that gives your evidence.
- Q8.** Use the community chart to be the historian of your own community. Fill in the three boxes and finish the sentence at the bottom.

Q9. Use the investigation planner to plan and write your own description of continuity and change at Sydney Cove. Circle one topic, choose two sources, write one fact from each, then write your description. Read it to a partner. Did they hear all four parts?

Investigation planner: water, farms or animals at Sydney Cove

1

My question (circle one topic): water food farms animals

How did _____ change after 1788, and what stayed the same?

2

My sources - circle the two you will use:

diary by Clark (1787-1792) book by Tench (1789, 1793)
book by Collins (1798) the 1794 drawing 1820s views by Lycett

3

Evidence I found (write one fact from each source):

Source 1 says:

Source 2 says:

4

My description (use the history words):

Word bank: change stayed the same gradual rapid source evidence

When you finish, read your description to a partner. Did they hear all four parts?

An investigation planner with four numbered boxes: 1 my question (circle one topic: water, food farms or animals), 2 my sources (circle two: the diary by Clark, the book by Tench, the book by Collins, the 1794 drawing, the 1820s views by Lycett), 3 evidence I found (one fact from each source), 4 my description, with a word bank: change, stayed the same, gradual, rapid, source, evidence

Source task (read together)

Cards about real sources. The people-lines are retold here in simpler words — they are not the writers' exact words.

Source 1 — a drawing. A view of Sydney Cove dated 1794, said to be by Thomas Watling. Kept at the State Library of New South Wales. (Left sketch above.)

Source 2 — a painting. A view of Sydney from the 1820s by Joseph Lycett. Kept at the State Library of New South Wales. (Right sketch above.)

Source 3 — a diary. Ralph Clark kept a diary from 1787 to 1792. He sailed with the First Fleet. Kept at the State Library of New South Wales. Retold: *"We sailed into the harbour and made our camp by a small stream."*

Source 4 — a book. Watkin Tench wrote a book in 1789 about the voyage and the new camp. Retold: *"We reached Botany Bay in January, and soon moved to a better place nearby."*

1. Which sources are things you look at, and which are things you read?
2. Two sources show the same place at different times. Name one change and one continuity they show.
3. Which source tells us the camp was by a small stream? What had happened to that stream by 1826?

Answers and examples (many answers will be different)

Q1. 1828, with 58,197 people. **Q2.** $25,859 - 4,588 = 21,271$ more people. **Q3.** More free people: 20,870 free, against 15,728 convicts. **Q4.** Example: changed — many more buildings; stayed the same — the cove and the water. **Q5.** Rapid: the name changed on one day (4 June 1791). **Q6.** Change: a and d. Continuity: b and c. **Q7.** Example: *In 1788 the stream gave the colony fresh water. Buildings, animals and waste made it dirty bit by bit, and by 1826 it was an open drain. That was a gradual change. My evidence is the record of the Tank Stream.* **Q8–Q9.** Your answers will be your own. Check your description has all four parts: a change, a continuity, named evidence, and how fast.

Source task. 1. Look at: Sources 1 and 2. Read: Sources 3 and 4. 2. Sources 1 and 2 show Sydney Cove with about thirty years between them. Example change: many more buildings; example continuity: the cove and the water. 3. Source 3 (Clark's diary). By 1826 the stream was an open drain.

Teacher notes. What to look for: can the student name a change AND a continuity (not change only), back each with a named source, and say if the change was gradual or rapid? Accept any answer with all four parts. Figure 5 sketches are original drawings made for this book after the real works — Watling (said to be), 1794, and Lycett, 1820s, both kept at the State Library of New South Wales — and must not be shown as copies of them. Facts checked 24 August 2026: First Fleet landed at Sydney Cove on 26 January 1788 (about 1,500 people); Tank Stream tanks cut 1790, open drain by 1826, covered over from 1860; Rose Hill renamed Parramatta 4 June 1791; Farm Cove farm 1788; first census November 1828 (36,598 in all: 20,870 free, 15,728 convicts); the bar chart counts all the colonies together, so its 1828 bar (58,197) is bigger than the New South Wales census count — both numbers are right; the 1798–1828 counts are from “Demographics of Australia” on Wikipedia. As in §2A, the .E01 and .E02 parts are left out — no First Nations content is taught here. The population and land-use work feeds 1D/1E; the community chart feeds 1A.

Why changes happen, and what happens next

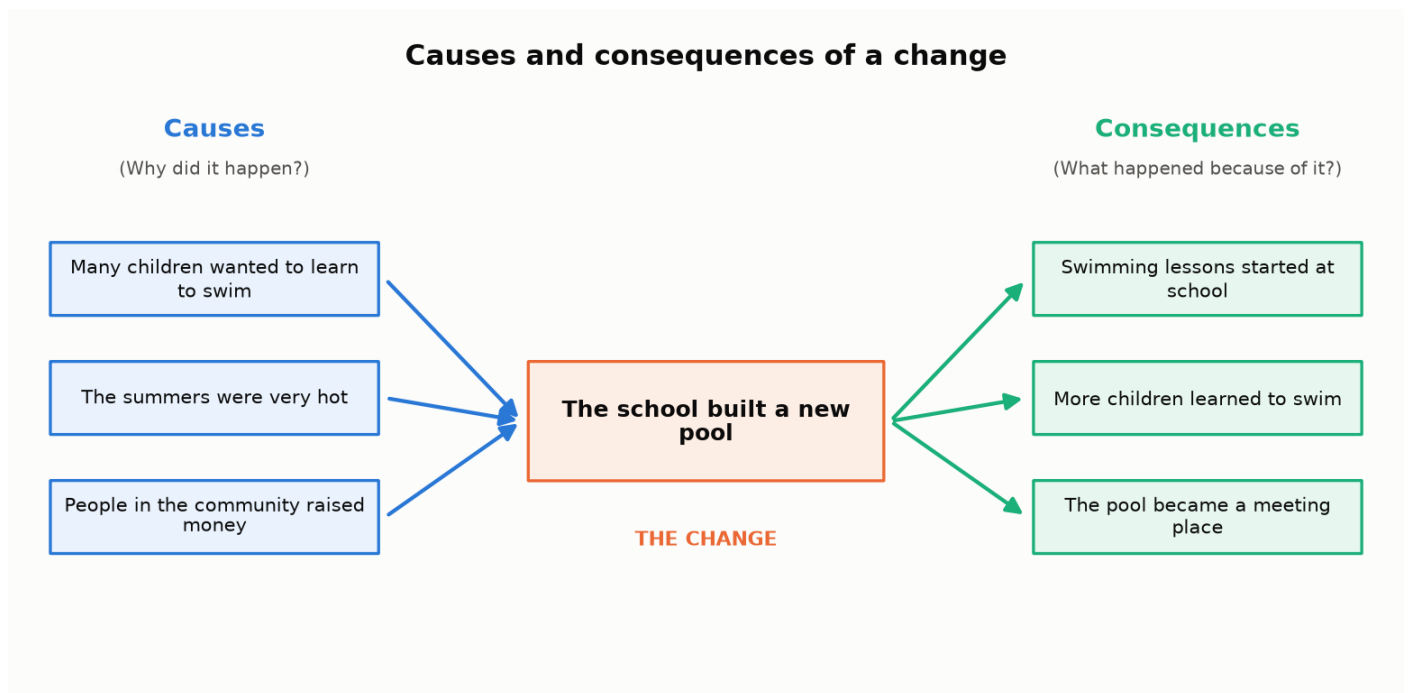
Learn

History asks two big questions about every change.

- **Why did it happen?** The answers are the **causes**.
- **What happened because of it?** The answers are the **consequences**.

A **cause** is what made something happen. A **consequence** is what happened because of it. A **change** is when something becomes different over time.

Key idea. A change never just happens. It has causes, and it brings consequences. And a consequence can become the cause of the next change, like links in a chain.



Model diagram with blue cause boxes pointing to an orange change box and green consequence boxes pointing away from it

Three things a good **historian** (a person who studies the past) knows about causes and consequences:

- One change can have **many causes and many consequences**.
- Some causes are big and some are small. Some begin long before the change and some begin just before it.
- Causes and consequences are shown with **evidence** — the information we get from **sources** (2C). A source is anything left from the past that tells us about it, like a journal, a letter, a picture or an object. We do not just guess.

Two tools for sorting causes and consequences

1. A **causes-and-consequences diagram** puts the change in a middle box. Causes point into it. Consequences point away from it (the diagram above).
2. A **fishbone diagram** is drawn like a fish's bones. The change sits in the head box at the end of the backbone. The bones on top are causes. The bones below are consequences (see the next figure).

Migration is when people move to a new place to live. When many people move into a community, it changes: more houses and roads, new jobs, new shops, new food and new celebrations. Migration is one of the biggest causes of change a community can have.

Words we use from 1D. A **colony** is a place settled and ruled by another country. A **convict** is a person sent to a colony as punishment for a crime. **Transportation** is sending convicts by ship to a colony as punishment.

Worked examples

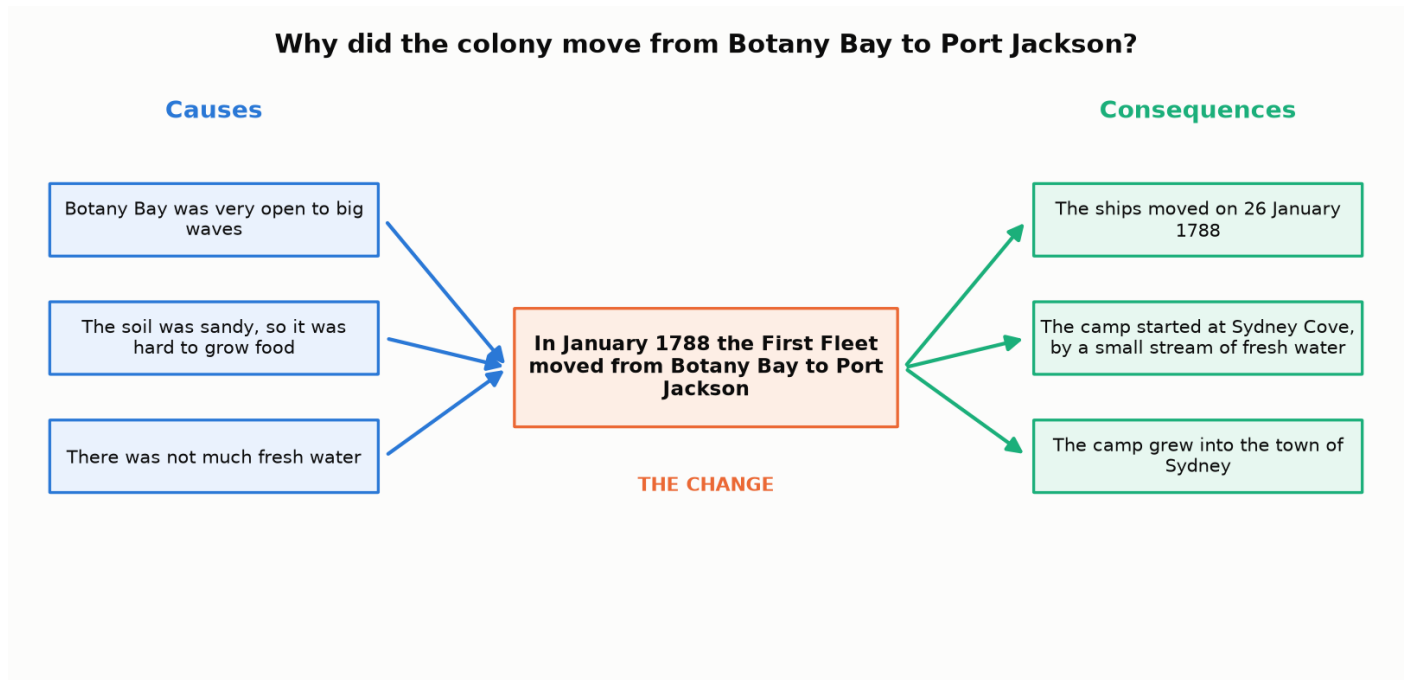
Example 1 — guided

A causes-and-consequences diagram: the move from Botany Bay to Port Jackson, January 1788.

The first ships of the Fleet reached Botany Bay on 18 January 1788 after a voyage of 36 weeks, and the rest followed within days. Then, within a week, the colony moved. Here is how a historian sorts it out.

Step	Comment
1. Put the change in the middle box: “In January 1788 the First Fleet moved from Botany Bay to Port Jackson.”	The change is the event we explain.
2. Add the causes. Botany Bay was very open to big waves. The soil was sandy, so food was hard to grow. There was not much fresh water.	Each cause is a fact, checked against sources.
3. Add the consequences. The ships moved on 26 January 1788. The camp started at Sydney Cove, beside a small stream of fresh water. The camp grew into the town of Sydney.	Consequences are what happened <i>because of</i> the move.
4. Say it in sentences: “One cause of the move was the lack of fresh water. As a result, the colony started at Sydney Cove instead.”	Sentences prove the diagram makes sense.

The finished diagram looks like this:



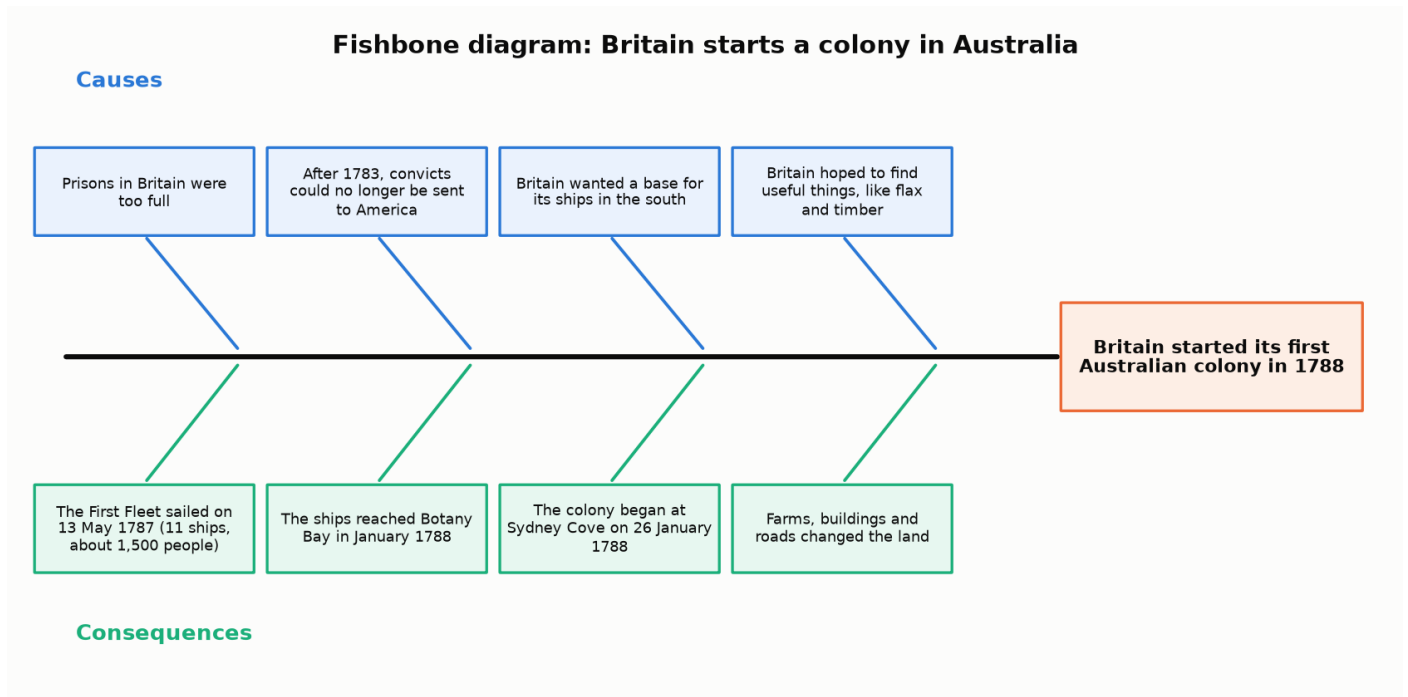
Causes-and-consequences diagram: sandy soil, open bay and little fresh water point into the January 1788 move; the ships moving, the Sydney Cove camp and the town of Sydney point away

Example 2 — guided

A fishbone diagram: why Britain started its first Australian colony, and what followed.

We use the reasons from 1D. Causes go on the top bones; consequences go on the bottom bones; the change sits in the head box.

Step	Comment
1. Head box: “Britain started its first Australian colony in 1788.”	The change we are explaining.
2. Top bones (causes): prisons in Britain were too full; after 1783, convicts (people sent away as punishment for a crime) could no longer be sent to America; Britain wanted a base for its ships in the south; Britain hoped to find useful things, like flax and timber.	These are the big causes, building for years.
3. Bottom bones (consequences): the First Fleet of 11 ships, carrying about 1,500 people, sailed on 13 May 1787; the ships reached Botany Bay in January 1788; the colony began at Sydney Cove on 26 January 1788; farms, buildings and roads changed the land.	One change, many consequences.
4. Check: can you see a consequence that became a cause of the next change?	The colony began → more people came → more change.

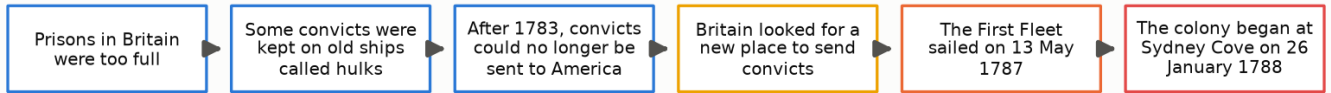


Fishbone diagram with four cause bones above the backbone and four consequence bones below, and the change in the head box on the right

Causes link to each other. Follow this chain and see how each link helped cause the next one. The **transportation** of convicts (sending them by ship to a colony as punishment) needed a place to go.

A chain of causes

Each link helped cause the next one



The last link is a change. It had its own consequences.

A chain of six boxes joined by arrows, from crowded British prisons to the colony beginning at Sydney Cove on 26 January 1788

Practice questions

Guided

Q1. Sort each fact about the move from Botany Bay to Port Jackson. Write *cause* or *consequence* next to each one.

Fact

Cause or consequence?

The bay was very open to big waves.

The soil was sandy and hard to farm.

The ships moved on 26 January 1788.

Sydney Cove had a small stream of fresh water.

The camp grew into the town of Sydney.

Q2. Fill the gaps using the word bank: *cause, consequence, evidence, migration, historian*.

1. A _____ is the reason something happened.
2. A _____ is what happened because of a change.
3. A _____ studies the past.
4. A writer uses _____ from sources to back up a diagram.
5. When many people move to a new place to live, that is _____.

Q3. Fill the missing links in this chain of causes. Word bank: *hulks, 1783, First Fleet, Sydney Cove*.

Prisons in Britain were too full → convicts were kept on old ships called _____ → after _____, convicts could no longer be sent to America → Britain looked for a new place → the _____ sailed on 13 May 1787 → the colony began at _____ on 26 January 1788.

Q4. Gold was found in Victoria in 1851, and people sailed from around the world to dig for it. Circle the two **causes** of change in this list, and underline the two **consequences**.

- Gold was found at places like Clunes and Ballarat in 1851.
- People sailed to Victoria from Britain, Europe, America and China.
- Towns like Ballarat and Bendigo grew very fast.
- In ten years the number of people in Victoria went from 77,345 to 538,628.

Migration changed Victoria: gold was found in 1851

	Victoria in 1851	Victoria ten years later
People	77,345	538,628
Towns	Small towns and sheep farms	Gold towns grew very fast, like Ballarat and Bendigo
New arrivals	Most people born in the colony or in Britain	People came from Britain, Europe, America, China and many other places
Work	Nearly all farming and sheep work	Digging for gold, plus shops, banks and schools in the new towns

Table showing Victoria in 1851 and ten years later: people, towns, new arrivals and work before and after gold

Q5. Use the sentence frames below to write two true sentences about a change in your own community (1A) — one cause sentence and one consequence sentence.

Ways to talk and write about causes and consequences

Talking about causes

_____ happened because _____.

One cause of _____ was _____.

Because of _____, _____.

Talking about consequences

As a result of _____, _____.

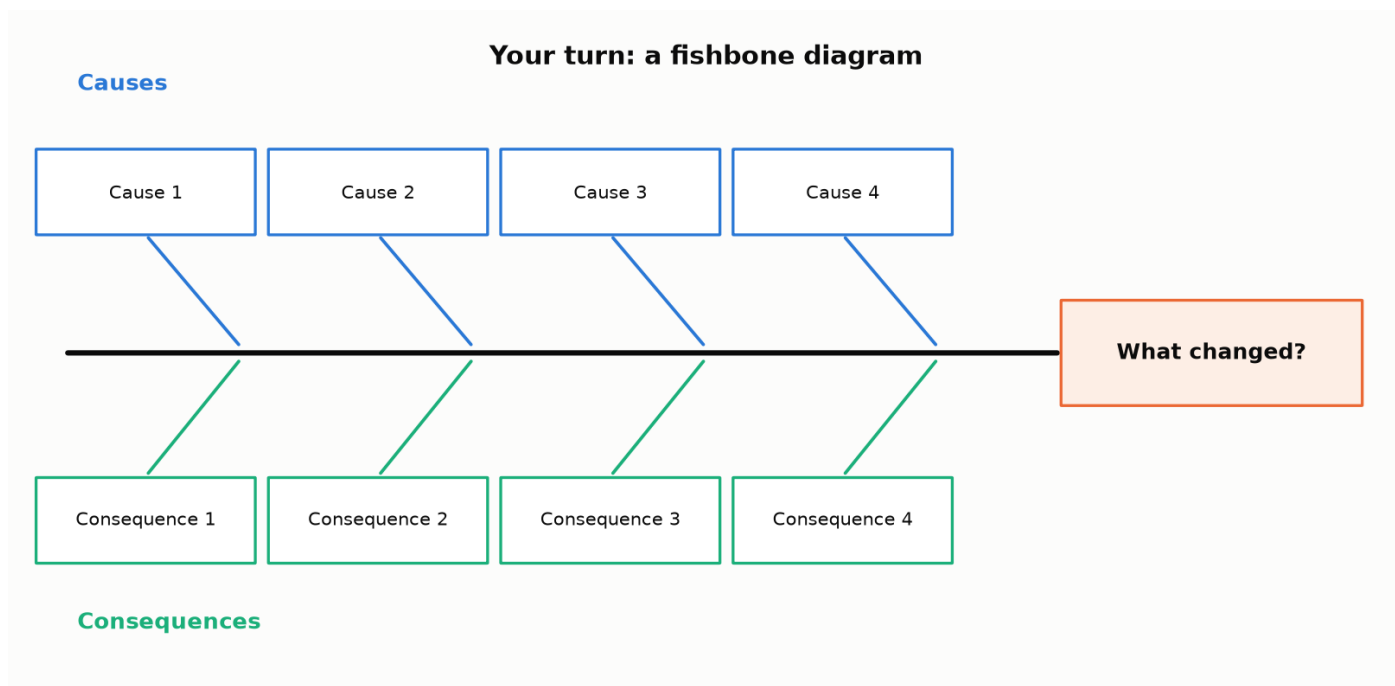
This led to _____.

A consequence of _____ was _____.

Pick a frame. Fill in the blanks about a change you know.

Six sentence frames in two columns for talking about causes and for talking about consequences

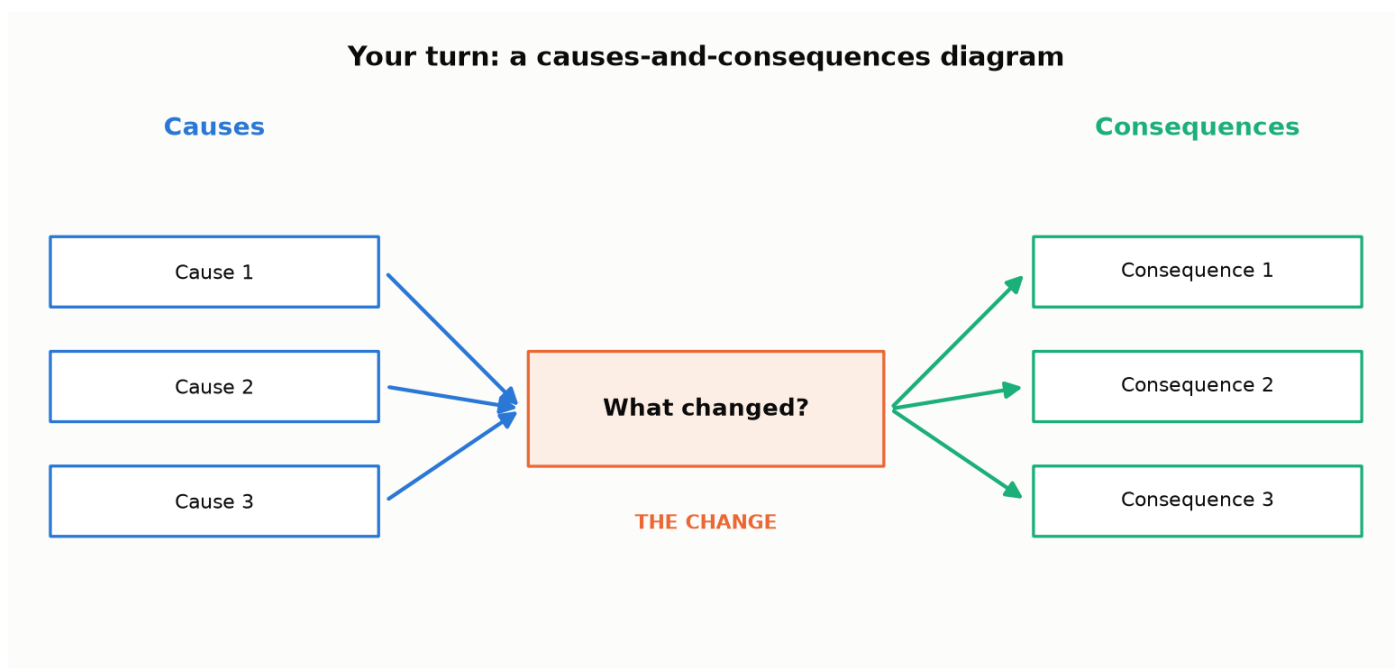
Q6. A student drew this fishbone skeleton for the colony story. Sort these bones into *top bones* (causes) or *bottom bones* (consequences): “prisons too full”; “the First Fleet sailed on 13 May 1787”; “Britain wanted a base for its ships in the south”; “farms, buildings and roads changed the land”; “after 1783, convicts could no longer be sent to America”; “the colony began at Sydney Cove on 26 January 1788”.



Blank fishbone template with four empty cause boxes above the backbone and four empty consequence boxes below

On your own

Q7. Draw your own causes-and-consequences diagram (use the blank template below) for one change in your school or community. Label at least two causes and two consequences.



Blank causes-and-consequences template with three empty cause boxes, a middle change box and three empty consequence boxes

Q8. Draw a fishbone diagram for this change: “Many people moved to Victoria in the 1850s.” Use the table in Q4 as your evidence. Give at least two causes and two consequences.

Q9. Write three or four sentences describing **one cause** and **two consequences** of migration into a community. You may use Victoria in the 1850s or a community you know. Use the words *cause* and *consequence* at least once each.

Q10. “A consequence can become a cause.” Show this is true using the story of the first colony, in two sentences of your own.

Source work — Tench tells us why the colony moved

Watkin Tench was a soldier (a marine) who sailed with the First Fleet. He wrote down what he saw, day by day, in a journal (a written record). In 1789 his journal was printed in London as a book, *A Narrative of the Expedition to Botany Bay*. Because Tench was there, his book is a **primary source** (made by a person who saw the events). A book written about the past by someone who was not there is a **secondary source**.

Here is what Tench wrote about in his book. (A **forge** is the fire where a blacksmith heats metal to shape it.)

Botany Bay: “The Bay is very open...”, and about its spring, “we did not think the water very excellent...”.

Port Jackson: the ships found “a small snug cove”, and “into the head of the cove... runs a small stream of fresh water”.

The first days at Sydney Cove: “in one place, a party cutting down the woods; a second, setting up a blacksmith’s forge; a third, dragging along a load of stones...”.

(Watkin Tench, *A Narrative of the Expedition to Botany Bay*, London, 1789; retrieved from Project Gutenberg, 24 August 2026.)

1. Is the book by Watkin Tench a primary or a secondary source? How do you know?
 2. Which **two causes** of the move from Botany Bay does Tench give you evidence for?
 3. Which **consequences** of the move can you see in his picture of the first days?
 4. Draw a causes-and-consequences diagram for the move, using the words of Tench as your evidence (use the blank template in Q7).
-

Answers

Q1. Cause; cause; consequence; cause; consequence.

Q2. 1 cause. 2 consequence. 3 historian. 4 evidence. 5 migration.

Q3. hulks; 1783; First Fleet; Sydney Cove.

Q4. Causes (circle): gold was found at places like Clunes and Ballarat in 1851; people sailed to Victoria.

Consequences (underline): towns like Ballarat and Bendigo grew very fast; the number of people went from 77,345 to 538,628.

Q5. Answers will vary. A model pair: “Our town grew because many new families moved in.” “As a result of the new families, a second school was built.”

Q6. Top bones (causes): prisons too full; Britain wanted a base for its ships in the south; after 1783, convicts could no longer be sent to America. Bottom bones (consequences): the First Fleet sailed on 13 May 1787; the colony began at Sydney Cove on 26 January 1788; farms, buildings and roads changed the land.

Source work. 1 A primary source — Tench sailed with the Fleet and saw it all. 2 The bay was very open to big waves, and the fresh water was poor. 3 Clearing the woods, setting up the forge, hauling stones — the camp being built. 4 Diagrams will vary; causes should come from the Bay quotes and consequences from the cove and camp quotes.

Model answers

Q7. Model diagram. Change box: “A new shop opened in our street.” Causes: “New families moved into the area”; “The old shop had closed.” Consequences: “People can shop close to home”; “The shop gives some local jobs”; “The street is busier.” Every arrow goes from a cause into the change, or from the change out to a consequence.

Q8. Model fishbone. Head box: “Many people moved to Victoria in the 1850s.” Top bones: “Gold was found in 1851”; “News of gold spread around the world”. Bottom bones: “Towns like Ballarat and Bendigo grew very fast”; “Victoria’s people went from 77,345 to 538,628 in ten years”; “New shops, banks and schools opened”.

Q9. Model answer. “One cause of change in Victoria was the gold found in 1851. As a consequence, people sailed from many countries to dig for it. A second consequence was that small towns like Ballarat grew into busy towns with shops, banks and schools.”

Q10. Model answer. “Because prisons were too full, convicts were kept on hulks. That consequence became a cause: Britain had to find a new place for its convicts, and so the First Fleet sailed to Australia.”

VC2HH4S07. Strand: Historical Concepts and Skills. Sub-strand: Causes and consequences. Draws on .E01 .E02 .E03. Levels 3 and 4; this book teaches the band at Level 4.

What makes something significant?

TEACHER-FACING METADATA — NOT STUDENT TEXT — EXCLUDED FROM VOCAB GATE

Section: 3C | Book: ClassBasics History 4 (single-year book, birth-to-Year-10 series)

Band: Levels 3-4, upper year (Year 4) | Strand: History

Content descriptor owned: VC2HH4S08

Draws on elaborations (D7 — illustrations and linkage keys only):

- .E01 information cards for important commemorative days in Australian life (origin, purpose)
- .E02 what celebrations mean to different groups
[D3: the Aboriginal and Torres Strait Islander comparison group is excluded; the idea is modelled with other cultural groups only]
- .E03 why religious celebrations matter, in Australia and in other countries (the five celebrations in the figure below)
- .E04 [D3: Bennelong excluded] Governor Arthur Phillip's role in the first British colony — retained

Pairings (TOC chapter 3 note): information cards → 1B; what celebrations mean to different groups → 1C; religious celebrations → cross-book; Governor Arthur Phillip → 1D/1E.

CCP: E03 carries the Asia and Australia's Engagement With Asia tag (live, taught). The ATSI Histories and Cultures tags on E02/E04 are NOT taught here and are not gestured at (CONTENT_POLICY Rule 1).

Vocabulary: ceiling Year 4 (D2). Exempt: curriculum words from the CD and retained elaborations; subject terminology defined at first use (significant/significance, symbol, emblem, commemorate/commemorative, perspective, colony, governor, historian); proper nouns and numerals.

Figures: 9 original, generated in src/ (gen_3c_*.py), ../diagrams/3c_*.png.

Volume: chapter-3 calibration — most doing, least prose.

Theory

1. What is significance?

Historians are people who study the past. They cannot study everything, so they pick the things that matter most. We call those things **significant**. The Victorian Curriculum — the official list of what we learn at school — uses the word *significance* but does not define it, so in this book we give it a working meaning: the significance of a thing is **why it matters, who it matters to, and how people still remember it today**.

To describe the significance of anything, answer the four questions in the figure below.

Describe the significance of anything

Historians ask four questions.

1

What is it?

A symbol, an emblem, a person, an event, or a development?

2

Why does it matter?

What does it do, or what did it do?

3

Who does it matter to?

One person, a group, or the whole country?

4

Does it still matter today?

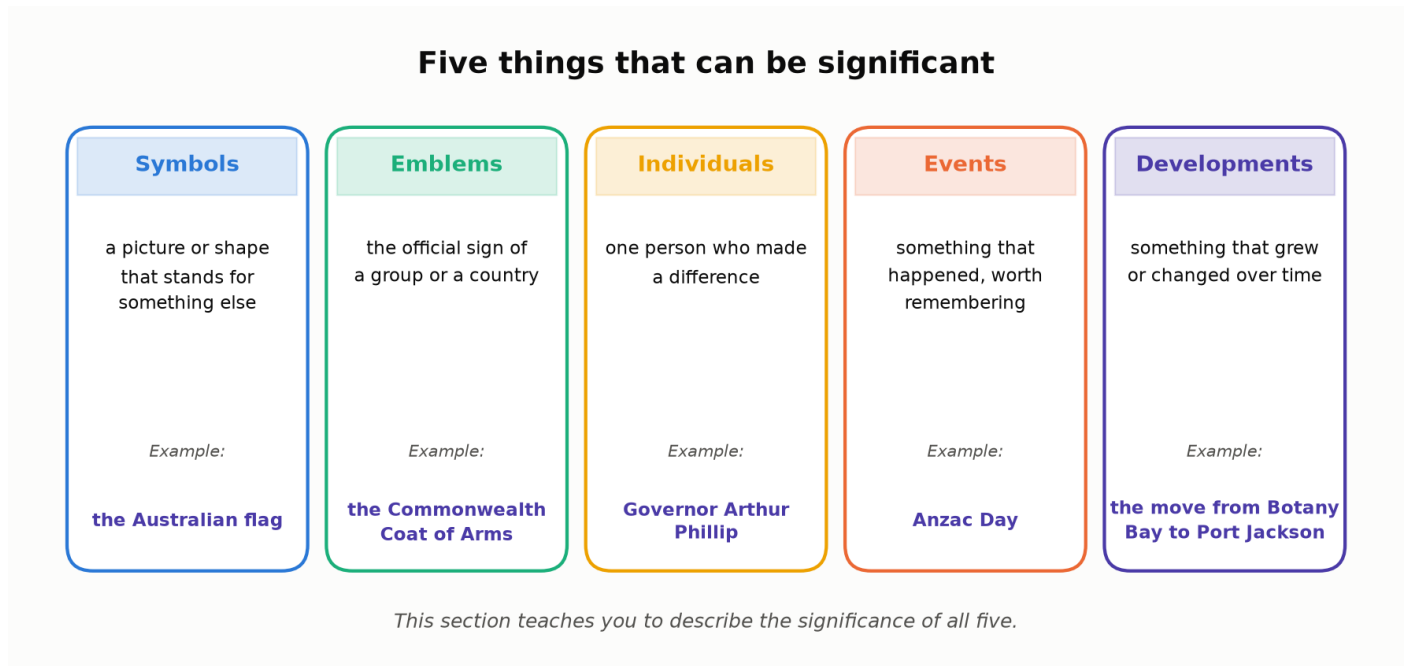
How do people show that?

Answer all four to make a full description.

Four questions that describe significance: what is it, why does it matter, who does it matter to, and does it still matter today

2. Five kinds of significant things

The curriculum names five kinds of things whose significance we learn to describe.



Five kinds of significant things: symbols, emblems, events, individuals and developments, each with an example

- A **symbol** is a picture, shape or object that stands for something else. The Australian flag is a symbol of our country.
- An **emblem** is the official sign of a group or a country, like a badge. The Commonwealth Coat of Arms is Australia's emblem.
- An **individual** is one person who made a difference.
- An **event** is something that happened, worth remembering.
- A **development** is something that grew or changed over time.

3. Commemorative events and information cards

Some days are kept to remember important things. We call them **commemorative events**. To **commemorate** means to remember something important and show that it matters. One clear way to explain a commemorative event is an information card with five lines.

COMMEMORATIVE EVENT CARD

Name of the day: _____

When is it? _____

Where did it begin? _____

Why do people mark it? _____

How do people mark it? _____

Fill in each line to make a card for any day that remembers something important.

A blank commemorative event card with five lines to fill in: name of the day, when is it, where did it begin, why do people mark it, how do people mark it

The next two figures are two filled-in cards.

COMMEMORATIVE EVENT CARD		Australia
Name of the day:	Australia Day	
When is it?	26 January	
Where did it begin?	It remembers 26 January 1788, when the First Fleet arrived at Sydney Cove. The first official celebration was held in 1818.	
Why do people mark it?	It remembers the start of the colony at Sydney Cove. It is also a day when many people become Australian citizens.	
How do people mark it?	Ceremonies for new citizens, concerts, family barbecues and fireworks.	
<i>The name Australia Day was used in every state from 1935. From 1994, all of Australia has had the public holiday on 26 January.</i>		

A completed information card for Australia Day: 26 January, remembering the First Fleet arriving at Sydney Cove in 1788

COMMEMORATIVE EVENT CARD

Australia

Name of the day:	Anzac Day
When is it?	25 April
Where did it begin?	It remembers 25 April 1915, when soldiers from Australia and New Zealand landed at Gallipoli. The first Anzac Day was held in 1916.
Why do people mark it?	To remember everyone who has served in Australia's wars, and those who died.
How do people mark it?	Dawn services, marches, and wearing rosemary.

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

A completed information card for Anzac Day: 25 April, remembering the landing at Gallipoli in 1915

4. One celebration, different perspectives

A **perspective** is a person's way of seeing something. The same celebration can mean different things to different groups. The figure below shows three groups on Australia Day.

One day, different meanings

Australia Day, 26 January

New citizens	A family	A local community
"Today I became Australian. This day is very important to me."	"We had a picnic at the beach, and watched the fireworks."	"We put on a concert, and everyone is welcome."
<i>For them, it is the day they became citizens.</i>	<i>For them, it is a fun day with family and friends.</i>	<i>For them, it is a day to come together.</i>

The same celebration can mean different things to different groups.

Three panels showing what Australia Day means to new citizens, to a family, and to a local community

No group here is wrong. Describing significance means saying who a thing matters to, and different groups can give different true answers.

5. Religious celebrations

Many celebrations grow out of religions. The figure below shows five that people celebrate in Australia and in other countries.

Religious celebrations and why they matter		
Celebration	Who marks it	Why it matters
Christmas	Christians	Remembers the birth of Jesus. People sing carols and give gifts.
Diwali	Hindus, Sikhs and Jains	A festival of lights. Lights win over darkness. People make rangoli art and light diyas.
Hanukkah	Jewish people	Remembers the miracle of the oil. Lights burn for eight nights in a hanukkah.
Lunar New Year	Many families across Australia and Asia	Welcomes the new year. Red envelopes bring good luck, and lions dance in the streets.
Ramadan and Eid	Muslims	A month of fasting and prayer. Eid is a feast to end the month.

All five are celebrated in Australia today.

A table of five religious celebrations: Diwali, Christmas, Hanukkah, Ramadan and Eid, and Lunar New Year, with who marks them and why they matter

Each one matters most to the people whose religion it comes from, and each one is still celebrated in Australia today.

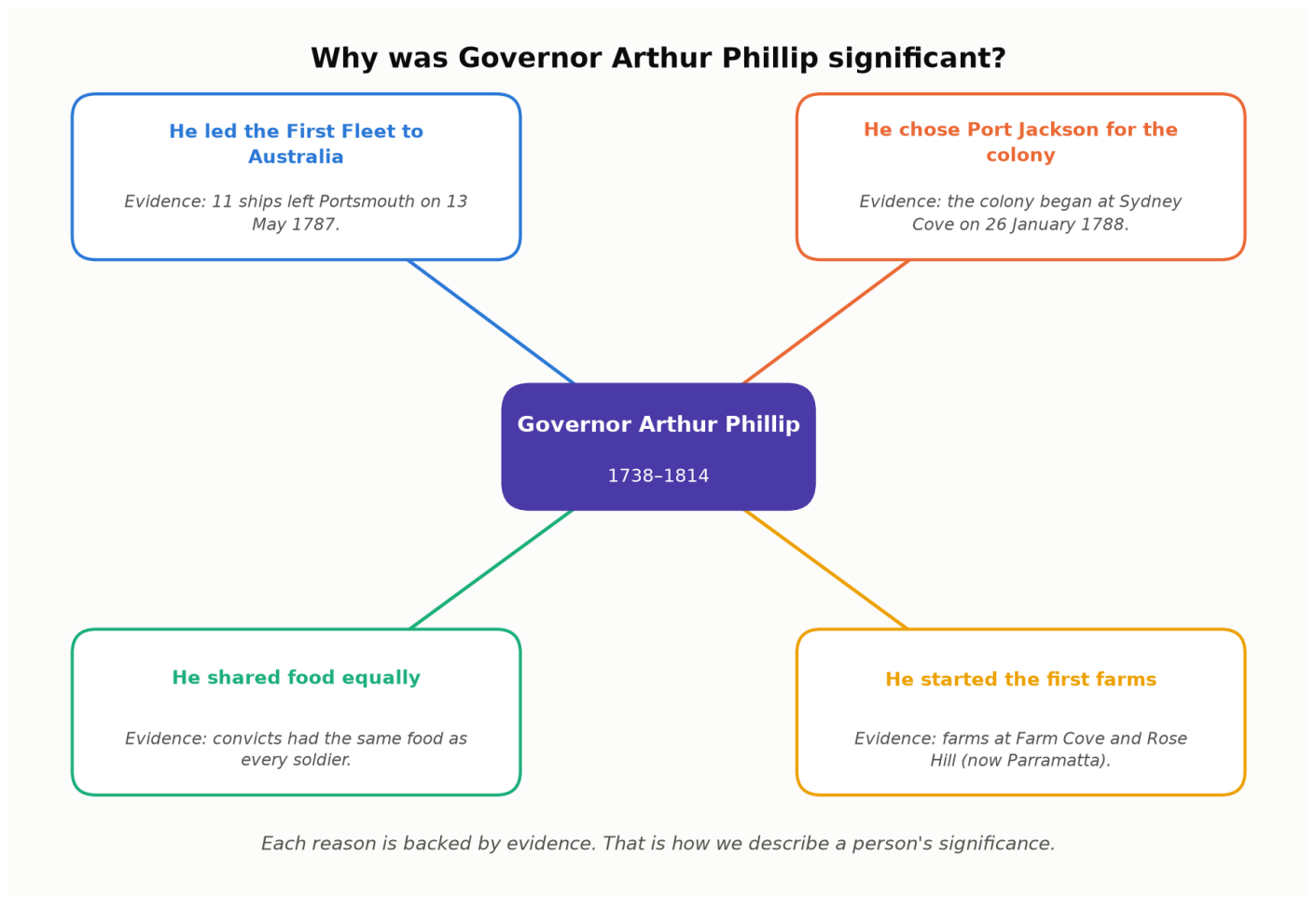
6. An individual: Governor Arthur Phillip

Arthur Phillip was born in London in 1738. In 1786 Britain picked him to be the first **governor** — the leader of a **colony**. A colony is a new settlement, started far away by people from the home country. Britain wanted a colony at Botany Bay, in a land then called New South Wales.

Phillip led the First Fleet: 11 ships carrying about 1,530 people. Of these, 775 were **convicts** — people who had broken the law and were sent away as a punishment. The ships left Portsmouth on 13 May 1787.

The Fleet got to Botany Bay in January 1788, but Phillip found no fresh stream and no deep, safe water for the ships. On 21–23 January he went by boat to look at Port Jackson, and found a small bay with deep, safe water and a fresh stream. On 26 January 1788 the colony began there, at Sydney Cove.

The figure below gives four reasons Phillip was significant, each backed by a piece of evidence.



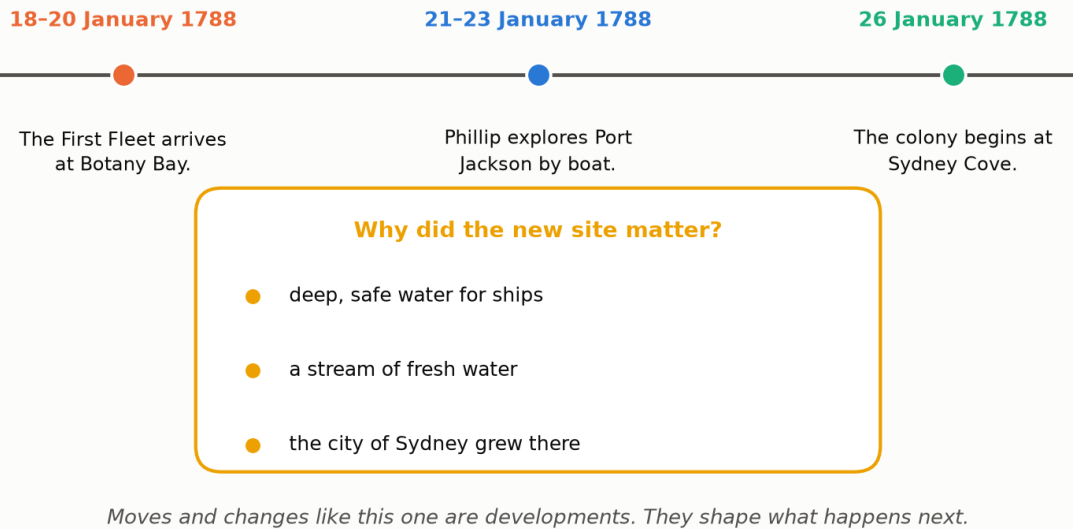
A significance web for Governor Arthur Phillip, 1738 to 1814: he led the First Fleet, he chose Port Jackson for the colony, he shared food equally, and he started the first farms, each reason paired with evidence

When food ran short, Phillip made sure convicts had the same food as every soldier. He also started the first farms, at Farm Cove and at Rose Hill (now Parramatta), so the colony could grow its own food. He left the colony in December 1792 and died in 1814.

7. The move as a development

The move from Botany Bay to Port Jackson is a development: a change that shaped what happened next. The city of Sydney grew where Phillip chose.

A development: the move from Botany Bay to Port Jackson



A timeline of the move: 18 to 20 January 1788 the First Fleet arrives at Botany Bay, 21 to 23 January Phillip explores Port Jackson by boat, 26 January the colony begins at Sydney Cove; with three reasons the new site mattered

Worked examples

Worked example 1 — Describe the significance of Anzac Day (with help)

Question	Answer
What is it?	A commemorative event: a day that remembers something important.
Why does it matter?	It remembers the landing at Gallipoli on 25 April 1915, and everyone who has served and died in wars since.
Who does it matter to?	To the whole country — Australians and New Zealanders.
Does it still matter today?	Yes. Every 25 April people hold dawn services and marches, and some wear rosemary.

All four answers together make a full description of the significance of Anzac Day.

Worked example 2 — Describe the significance of Governor Arthur Phillip (with help)

Reason he matters	Evidence
He led the First Fleet to Australia.	11 ships left Portsmouth on 13 May 1787.
He chose the site where Sydney grew.	The colony began at Sydney Cove on 26 January 1788.
He shared food equally.	Convicts had the same food as every soldier.
He started the first farms.	Farms were planted at Farm Cove and Rose Hill.

A description of a person's significance is strongest when each reason is paired with a piece of evidence, like this.

Practice questions

With help

Q1. Sort these five things into the five kinds (symbol, emblem, individual, event, development): the Australian flag; Governor Arthur Phillip; the Commonwealth Coat of Arms; Anzac Day; the move from Botany Bay to Port Jackson.

Q2. These facts about Australia Day are out of order. Put each one on the right line of the blank card (name, when, where did it begin, why, how). a) fireworks, concerts, family barbecues, and ceremonies for new citizens b) Australia Day c) to remember the start of the colony, and to welcome new citizens d) 26 January e) it remembers 26 January 1788, when the First Fleet began the colony at Sydney Cove

Q3. Use the religious celebrations figure to answer the four significance questions about Diwali.

Q4. Match each celebration to what it remembers or welcomes. 1 Christmas — a) lights winning over darkness 2 Diwali — b) a month of fasting and prayer, ending with a feast 3 Hanukkah — c) the birth of Jesus 4 Lunar New Year — d) the miracle of the oil 5 Ramadan and Eid — e) the new year, with good luck

Q5. Finish the sentences about the move from Botany Bay to Port Jackson. 1 The First Fleet first stopped at _____ in January 1788. 2 The new site was better because it had _____ and _____. 3 The colony began at _____ on _____. 4 Today, the city of _____ grows where Phillip chose.

Q6. Match each reason about Phillip to its evidence. Reasons: A led the First Fleet; B chose Port Jackson; C shared food equally; D started the first farms. Evidence: 1 convicts had the same food as every soldier; 2 farms at Farm Cove and Rose Hill; 3 11 ships left Portsmouth on 13 May 1787; 4 the colony began at Sydney Cove on 26 January 1788.

On your own

Q7. Pick a symbol or emblem you have seen in Australia (for example the flag, the Coat of Arms, or a badge on a uniform). Describe its significance by answering the four questions.

Q8. Pick a day your family or your community remembers — a birthday, a day from a family's home country, or a local festival. Fill in the five lines of the blank card for it.

Q9. The “one day, different meanings” figure shows three groups. Write one sentence about what Australia Day means to each group, then add a fourth group of your own with one sentence.

Q10. Write three sentences about Governor Arthur Phillip: one reason he matters, one piece of evidence for it, and one way people still remember him today.

Source task

Teacher reads aloud. Students listen, then answer S1–S4.

Source A — Watkin Tench, *A Narrative of the Expedition to Botany Bay*, 1789. Tench was a captain in the marines who sailed with the First Fleet. “...we arrived at a small snug cove on the southern side...”
(Teacher: a cove is a small, safe bay.)

Source B — same book. “Into the head of the cove, on which our establishment is fixed, runs a small stream of fresh water...” (Teacher: establishment = the new colony; fixed = set up.)

S1. Was Tench someone who saw these things himself, or someone writing long after? Give one clue from the words.

S2. Name the two good things the writer found at the new site.

S3. A primary source was made at the time by someone who was there. Do Sources A and B count as primary sources? Why?

S4. Use the sources to say why the move from Botany Bay to Port Jackson mattered.

Answers

Q1. Flag → symbol; Phillip → individual; Anzac Day → event; Coat of Arms → emblem; the move → development.

Q2. Name → b; When → d; Where did it begin → e; Why → c; How → a.

Q3. What: a religious celebration, a festival of lights. Why: lights win over darkness. Who: Hindus, Sikhs and Jains, in Australia and in other countries such as India. Still today: yes — rangoli art, diyas and fireworks.

Q4. 1–c; 2–a; 3–d; 4–e; 5–b.

Q5. 1 Botany Bay. 2 deep, safe water; a stream of fresh water. 3 Sydney Cove; 26 January 1788. 4 Sydney.

Q6. A–3; B–4; C–1; D–2.

Q7–Q10. Answers will vary. See the fully-worked solutions for models.

S1. He was there himself. Clues: he says “we arrived”, and he writes as one of the people on the ships.

S2. A small, safe bay (cove), and a stream of fresh water.

S3. Yes. Tench wrote them in 1789 about things he saw in January 1788, and he was there.

S4. The new site had safe water and fresh water that Botany Bay did not, so the colony could live and grow there — and the city of Sydney did grow there.

Fully-worked solutions

Q2 (model card). Name of the day: Australia Day. When is it: 26 January. Where did it begin: it remembers 26 January 1788, when the First Fleet began the colony at Sydney Cove. Why do people mark it: to remember the start of the colony, and to welcome new citizens. How do people mark it: fireworks, concerts, family barbecues, and ceremonies for new citizens. Notice how each fact lands on the line that asks for it.

Q7 (model). *What is it?* The Australian flag is a symbol. *Why does it matter?* It stands for our country. *Who does it matter to?* All Australians — it flies on schools and public buildings. *Does it still matter today?* Yes — it is flown and waved on days like Australia Day.

Q9 (model). New citizens: it is the day they became citizens. A family: a fun day at the beach with fireworks. A local community: a day to come together at a concert. Fourth group (example): a shop: a busy day, because many people shop on the public holiday.

Q10 (model). Phillip matters because he chose the site where the city of Sydney grew. We know this because the colony began at Sydney Cove on 26 January 1788, after he looked at Port Jackson by boat. People still remember him today because places carry his name, such as Port Phillip Bay and Phillip Island.

Where we found these facts

- Watkin Tench, *A Narrative of the Expedition to Botany Bay* (London, 1789), Project Gutenberg Australia (ebooks/e00083.txt) — the Port Jackson quotes, the fresh stream, and the equal food for convicts and soldiers. Retrieved 24 August 2026.
- National Archives of Australia, First Fleet factsheets — 11 ships; about 1,530 people; 775 convicts; left Portsmouth 13 May 1787; arrived Botany Bay 18–20 January 1788; colony began at Sydney Cove 26 January 1788. Retrieved 24 August 2026.
- Australian Dictionary of Biography, “Phillip, Arthur (1738–1814)” — birth in London 1738; picked in 1786; left the colony December 1792; died 1814. Retrieved 24 August 2026.
- Australian War Memorial, “Anzac Day” — Gallipoli landing 25 April 1915; first Anzac Day 25 April 1916; dawn services, marches and rosemary. Retrieved 24 August 2026.
- National Archives of Australia, Australia Day facts — first official celebration 1818; the name Australia Day used in every state from 1935; a public holiday across Australia from 1994; ceremonies for new citizens, concerts, barbecues and fireworks. Retrieved 24 August 2026.

Building interpretations with terms, knowledge and evidence

VC2HH4S09 Draws on .E01, .E02 and .E03. D3: the First Nations-specific terms in .E01 are not practised in this book.

This is the last section of the book. In it you put everything together: your community work from section 1A, the First Fleet story from sections 1D and 1E, your source skills from section 2C, and the big idea from section 2E — that the past is **interpreted**.

Learn

What is an interpretation? The Victorian Curriculum uses the word *interpretation* but does not define it. In this section, an **interpretation** is your idea about what happened in the past, and every task here can be done with that meaning. You build an interpretation out of three things.

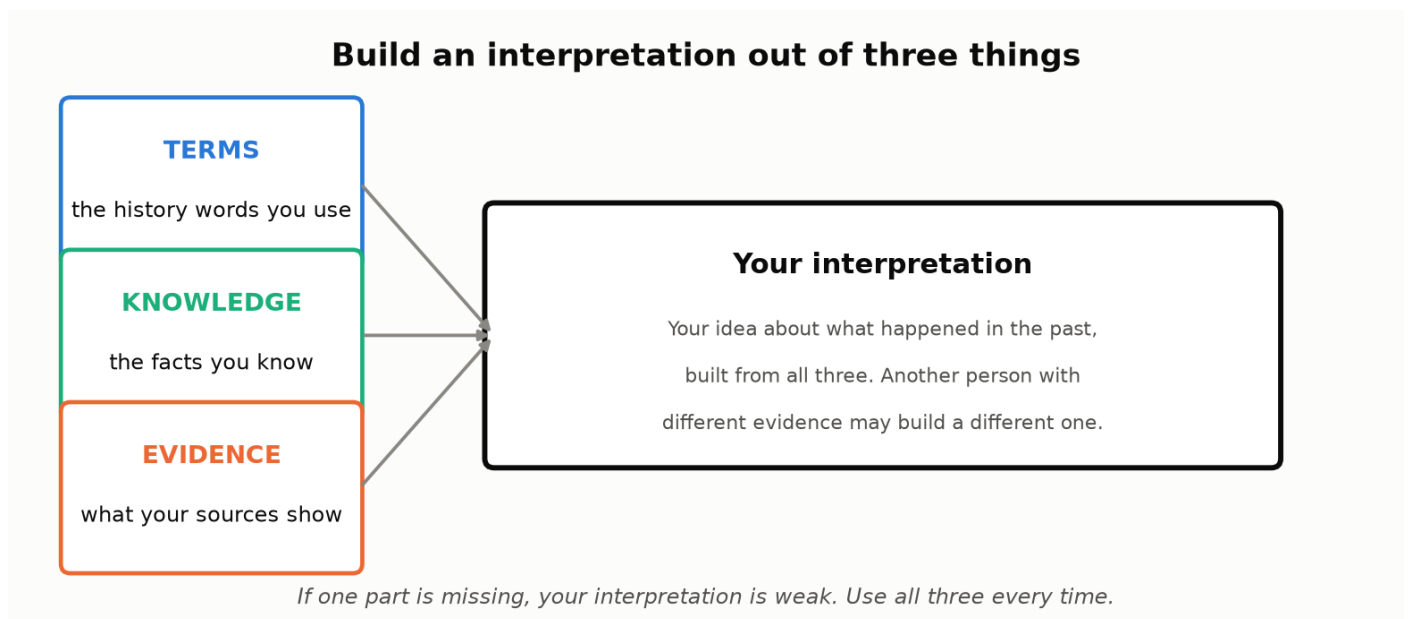


Figure 1. Three boxes labelled terms, knowledge and evidence, with arrows joining them into one box labelled your interpretation

Two people with different evidence may build different interpretations of the same event. That is not cheating — that is history (you met this idea in section 2E).

Word check. The Victorian Curriculum also uses the word *significance* but does not define it. In this section, **significance** means how important something is, and why. And a **historian** is a person who studies and writes about the past.

Your history terms. Historians use special words so readers know exactly what they mean. These fifteen words are yours to use when you speak and write about the past.

Your history term bank

Use these terms when you speak and write about the past.

change

when something becomes different over time

causes

what makes something happen

consequences

what happens because of something

significance

how important something is, and why

sources

things that give us information about the past, like a diary, a map or a photo

perspectives

how a person sees an event, shaped by who they are

interpretation

an idea about the past, built using evidence

community

the people who live, work and belong together in one place

immigration

people moving to a new country to live

commemoration

when people remember something important from the past

symbols

things that stand for something else, like a flag

emblems

official signs or pictures that stand for a group or a country

colonisation

when one country takes control of another land and sends its people to live there

settlement

a new community built by people who moved to a new land

transportation

the punishment of sending a convict to live in a far-away colony

Figure 2. A term bank of fifteen history words with short meanings: *change, causes, consequences, significance, sources, perspectives, interpretation, community, immigration, commemoration, symbols, emblems, colonisation, settlement and transportation*

Evidence and knowledge. Everything you say about the past must be backed up. **Knowledge** is your facts — names, dates and places. **Evidence** is what your sources show. A diary, a letter, a map, a painting or a record kept by a colony can all be **sources** (section 2C). Name your sources when you write or speak, the way real historians do.

Ways to share. You can share an interpretation by speaking, by writing, or with a graphic organiser, a timeline, a table or a digital application.

Check your work.

Check your work before you share it

☐ I used at least three historical terms.

☐ My facts are right: names, places and dates.

☐ My events are in time order.

☐ I named my sources (my evidence).

☐ Another person could understand my talk or my writing.

Figure 3. A checklist with five empty boxes: I used at least three historical terms; my facts are right; my events are in time order; I named my sources; another person could understand my talk or my writing

Worked examples

Example 1 — why did the colony move to Port Jackson? (with help)

Task: write a short recount that says why the colony moved from Botany Bay to Port Jackson. Use history terms, and name one source.

Working	Comment
1. Choose your facts (knowledge).	The fleet arrived in January 1788. Botany Bay had little fresh water and poor soil. Phillip found fresh water and a safe place for ships at Port Jackson. The move happened on 26 January 1788.
2. Choose your terms.	settlement, causes, consequence, change, sources
3. Choose your source (evidence).	The book written by Watkin Tench, who sailed with the fleet (1789).
4. Write your sentences.	See the model below.

A model recount: why the colony moved to Port Jackson

1. In January 1788, the First Fleet of 11 ships arrived at Botany Bay.

knowledge: a real date and name

2. Governor Arthur Phillip saw that Botany Bay was a poor place for a settlement. It had little fresh water and poor soil.

term: settlement

knowledge: what the place was like

3. These causes led Phillip to look for a better place.

term: causes

4. He explored Port Jackson and found fresh water and a safe place for the ships.

knowledge: what Phillip found

5. As a consequence, the fleet moved to Sydney Cove on 26 January 1788. This big change was the start of the colony in its new place.

term: consequence

term: change

6. We know this from sources, such as the book written by Watkin Tench, who sailed with the fleet.

term: sources

evidence: a real book from 1789

Each sentence uses terms (blue), knowledge (green) or evidence (orange) — often all three at once.

Figure 4. A model recount in six numbered sentence boxes about the move from Botany Bay to Port Jackson, with tags naming the terms, knowledge and evidence each sentence uses

Example 2 — the First Fleet voyage on a timeline (with help)

Task: show the voyage of the First Fleet on a timeline. Add one cause and one consequence.

Working	Comment
1. Put the stops in time order.	Portsmouth (13 May 1787), Tenerife, Rio de Janeiro, Cape Town, Botany Bay (18–20 January 1788), Port Jackson (26 January 1788).
2. Add one fact to each stop.	Eleven ships and more than 1,000 people; stops for water and food; about 8 months at sea; the colony begins at Sydney Cove.
3. Add a cause and a consequence.	Cause: the ships needed water and food, so they stopped on the way. Consequence: because Botany Bay was a poor site, the colony began at Sydney Cove instead.

A timeline organiser: the voyage of the First Fleet

- 1 **13 May 1787**
The First Fleet leaves Portsmouth, England. 11 ships carry more than 1,000 people.
- 2 **June 1787**
The fleet stops at Tenerife to take on water and food for the long voyage.
- 3 **August 1787**
The fleet stops at Rio de Janeiro for fresh food.
- 4 **October–November 1787**
The fleet stops at Cape Town to take on supplies, then sails on.
- 5 **18–20 January 1788**
The fleet arrives at Botany Bay after about 8 months at sea.
- 6 **26 January 1788**
The fleet moves to Port Jackson (Sydney Cove). The colony begins there.

Cause: the ships needed water and food, so they stopped on the way.

Consequence: because Botany Bay was a poor site, the colony began at Sydney Cove instead.

Figure 5. A vertical timeline of the voyage of the First Fleet with six dated stops from Portsmouth to Port Jackson, plus one cause and one consequence box

The same trick works with a table about your own community. In Figure 6, the first two rows are examples — you would add a row about a real change where you live.

Show change in your community with a table

Then	Now	What caused the change?
The school had one small library.	The school has a big new library.	The school community raised money, and the school built a new room.
The wetland had no path.	There is a boardwalk for visitors.	People wanted to watch the birds without harming the plants.
Your turn:	Your turn:	Write about one change in your own community.

The first two rows are examples. Add a row about a real change where you live.

Figure 6. A three-column table labelled then, now and what caused the change, with two example rows about a school library and a wetland path, and one empty row for the student

Practice questions

With help

Q1. Match each term to its meaning. Terms: (i) sources, (ii) cause, (iii) consequence, (iv) significance. Meanings: (a) what makes something happen; (b) things that give us information about the past; (c) how important something is, and why; (d) what happens because of something.

Q2. Fill each gap with one term from your term bank. (a) People moving to a new country to live is called _____. (b) When people remember something important from the past, that is a _____. (c) A flag is a _____ that stands for a country. (d) The punishment of sending a convict to a far-away colony was called _____.

Q3. Read each fact about the move from Botany Bay to Port Jackson. Is it a **cause** of the move, or a **consequence** of the move? (a) Botany Bay had little fresh water. (b) The colony began at Sydney Cove. (c) Governor Arthur Phillip found fresh water at Port Jackson.

Q4. Put these four events in time order (1–4), then copy your answer into a timeline in your book. (A) The fleet arrives at Botany Bay. (B) The fleet leaves Portsmouth. (C) The colony begins at Port Jackson. (D) The fleet stops at Cape Town.

Q5. Read the sentences below. Write down five historical terms used in them.

James Ruse came with the First Fleet as a convict. His punishment was **transportation**. In April 1789, Governor Arthur Phillip gave him land at Rose Hill, a new **settlement**. Growing his own food was a big **change**. One **consequence** was that his family could eat without help from the colony's stores. We know this from **sources**, the records kept by the colony. The **significance** of James Ruse is that he was one of the first convicts to grow his own food.

Q6. This planning table about Mary Bryant has two empty boxes. Fill them in, using the Mary Bryant fact sheet in the Inquiry task below.

Who is the person?	Mary Bryant, a convict who came with the First Fleet
When did she live?	She arrived in January 1788.
What happened to her?	In 1791 she sailed away in a small boat.
Which terms will you use?	_____
Which sources will you use?	_____

On your own

Q7. Write three sentences about the move from Botany Bay to Port Jackson. Use the words *cause* and *consequence*.

Q8. Draw a timeline of four stops on the First Fleet's voyage. Add one cause and one consequence in boxes, like Example 2.

Q9. Write a short paragraph that says why James Ruse was significant to the early colony. Use at least three terms from your term bank.

Q10. Speaking. Give a one-minute talk about one person from the First Fleet — someone from the fact sheets below, or someone you met in sections 1D and 1E. Use at least three terms and name one source. Then run the checklist.

Inquiry task — a life story from evidence

The investigation is the task. Choose **one** person below. Then:

1. Read your fact sheet.
2. With help, find **one more fact** about your person in a real source (try the Australian Dictionary of Biography, the State Library of New South Wales, or the National Museum of Australia).
3. Fill in a planning table like Figure 7 (the filled-in one is about James Ruse).
4. Write a biography of 5–7 sentences, like the model in Figure 8.

5. Name your source or sources at the end.
6. Run the checklist before you share.

Historians only write what the evidence shows. Do not make facts up.

Plan before you write: a recount planning table

This one is filled in about James Ruse, to show you how.

Who is the person?	James Ruse, a convict who came with the First Fleet
When did they live?	More than 200 years ago. He arrived in January 1788.
What happened to them? (in time order)	1. He sailed on the ship Scarborough. 2. In April 1789, Governor Arthur Phillip gave him land at Rose Hill. 3. He grew wheat and corn, so his family could eat without help from the colony's stores.
Which terms will you use?	transportation, settlement, causes, consequences, significance
Which sources will you use?	records from the early colony, and the Australian Dictionary of Biography

Copy this table into your book and fill it in for the person in your Inquiry task.

Figure 7. A filled-in recount planning table about James Ruse, with rows for who the person is, when they lived, what happened in time order, which terms to use, and which sources to use

A model biography: Mary Bryant, convict and sailor

1. Mary Bryant was born in England about 260 years ago.	knowledge: who and when
2. In 1786, a court said Mary must go to a far-away colony for robbery. This punishment was called transportation.	term: transportation knowledge: why she sailed
3. She sailed with the First Fleet on the ship Charlotte and arrived in January 1788.	knowledge: the ship and the date
4. In 1791, Mary, her husband, their two children and a group of other convicts sailed away in a small boat.	knowledge: what happened next
5. After about ten weeks at sea, they reached the island of Timor.	knowledge: the end of the journey
6. We know her story from sources, such as the records kept by the colony.	term: sources evidence: real records

Every sentence is a real fact. The tags show where the writer used terms, knowledge and evidence.

Figure 8. A model biography of Mary Bryant in six numbered sentence boxes, with tags naming the terms, knowledge and evidence each sentence uses

Fact sheet — James Ruse (convict and farmer)

- 1782: found guilty in England of breaking into a house. His punishment was seven years of transportation.
- He sailed on the ship *Scarborough* with the First Fleet, and arrived in January 1788.
- April 1789: Governor Arthur Phillip gave him a block of land at Rose Hill (now Parramatta). It was one of the first land grants in the colony.
- He grew wheat and corn, and was one of the first convicts to feed his family without help from the colony's stores.
- He married Elizabeth Perry in 1790.
- A part of Sydney called Ruse keeps his name today.

Fact sheet — Mary Bryant (convict and sailor)

- She was born Mary Broad, in Cornwall, England.
- 1786: found guilty of robbery at Exeter. Her punishment was seven years of transportation.
- She sailed on the ship *Charlotte* with the First Fleet, and arrived in January 1788.
- In the colony she married William Bryant, and they had two children.
- March 1791: Mary, William, their two children and a group of other convicts sailed away in a small boat.
- After about ten weeks at sea they reached the island of Timor, nearly 5,000 km away.
- Mary was taken back to England, and was set free in 1793.

Fact sheet — James Cook (navigator)

- James Cook was an English navigator (a sea captain who maps coasts).

- 1770: he sailed along the east coast of Australia in the ship *Endeavour*.
- He mapped the coast and named Botany Bay.
- His journals and his maps are sources. His maps helped the First Fleet find its way in

Where the facts come from (all real):

- Watkin Tench, *A Narrative of the Expedition to Botany Bay*, London, 1789 — a book by a man who sailed with the First Fleet.
 - John White, *Journal of a Voyage to New South Wales*, London, 1790 — a book by the fleet's doctor.
 - Records kept by the early colony, kept today by the State Library of New South Wales and State Archives and Records NSW.
 - The *Australian Dictionary of Biography* — short life stories of real people, including James Ruse and Mary Bryant.
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Answers

Q1. (i)–(b), (ii)–(a), (iii)–(d), (iv)–(c). **Q2.** (a) immigration; (b) commemoration; (c) symbol; (d) transportation. **Q3.** (a) cause; (b) consequence; (c) cause. **Q4.** 1 = (B) leaves Portsmouth; 2 = (D) stops at Cape Town; 3 = (A) arrives at Botany Bay; 4 = (C) colony begins at Port Jackson. **Q5.** Any five of: transportation, settlement, change, consequence, sources, significance. **Q6.** Any sensible answers, for example: terms — transportation, sources; sources — the records kept by the colony, or the *Australian Dictionary of Biography*. **Q7.** Sample: “Botany Bay had little fresh water and poor soil. These causes made Governor Arthur Phillip look for a better place. As a consequence, the colony began at Sydney Cove on 26 January 1788.” **Q8.** Your timeline should show four dated stops in the right order, plus one cause box and one consequence box. **Q9.** Sample: “James Ruse was significant because he showed that convicts could farm the land. His settlement at Rose Hill grew food for his family. This change meant the colony did not have to feed everyone. The sources for his story are the records kept by the colony.” **Q10.** Check: at least three terms used; one source named; facts in time order. **Inquiry task.** The model biography of Mary Bryant (Figure 8) is a sample answer. A good answer uses 5–7 true sentences, at least three terms, and names at least one source at the end.