

Edmondson Park Education Program



Secondary Teacher Resource





Edmondson Park Education Program Secondary

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DISCLAIMER

Aboriginal and Torres Strait Islander viewers and readers are warned that photographs/videos in this publication and on this website may contain images of deceased persons which may cause sadness or distress.



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Oliver has considerable expertise in stakeholder engagement and strategic communications. He specialises in development-related projects that occur in contested environments. Oliver has managed the development and implementation of numerous large-scale consultation processes for both government and private industry.

Prior to joining Elton Consulting, Oliver was the Founder and Director of Richardson and Young, an industry leader in the logistics of consultation and infrastructure-related projects.

Oliver holds a Master of Teaching and a Bachelor of Arts degree from the University of Sydney, majoring in Psychology, Government and Economics. He has steered the development and implementation of a number of place-based education programs aimed at educating primary and secondary school students about local area change.

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Carmel coordinated and lectured in the History Education and Combined Degrees Programs, Faculty of Education and Social Work, University of Sydney. Prior to this she taught History and English in number of secondary schools. She has extensive experience in the field of secondary education, particularly History curriculum, at policy, higher education and classroom levels. She has chaired syllabus committees, been president of state and national professional associations, and authored a number of highly successful school textbooks.

Carmel contributed substantially to many of the activities initiated by the Commonwealth History Project as a Member of the Advisory Committee of the National Centre for History Education, Monash University. In this capacity, she planned, organised and evaluated national conferences on the teaching and learning of History in Australian schools, and designed and delivered professional development workshops for primary and secondary school History teachers in New South Wales, South Australia, Victoria and the Northern Territory.

Carmel has been joint recipient of NSW Premier's History Prize (Children's History Writing). In 2009, she received the Beth Southall award from the NSW Institute of Educational Research for outstanding doctoral research.

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Lorraine is a passionate geographer with over 30 years' experience teaching Geography in New South Wales public schools as a classroom teacher and Head Teacher of HSIE, Administration and Teaching and Learning. A long-time Geography Teachers' Association NSW Council Member, former Vice President and now current President of that association, Lorraine is also editor of the Geography Bulletin.

Lorraine is an experienced Geography conference and workshop organiser and presenter. She is also a Higher School Certificate teacher and marker, Geography syllabus writer, education consultant and author of Geography resources and textbook materials including the GeoWorld Series for the Australian Curriculum and NSW Syllabuses.

Her professional awards include NSW Geography Teachers' Association Fellowship for commitment to the study and promotion of Geography, Brock Rowe Award for Excellence in Geography education in schools and the Geoff Conolly Memorial Award for contributions to the Geography Bulletin.



Secondary Subject Coverage

STAGE 5

	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5	LESSON 6	LESSON 7	LESSON 8
	Edmondson Park: Environmental Change	European settlement	Changing environment and struggle for country	The Australian Army at Ingleburn	Post-war migration and the changing face of the South West Sydney and Edmondson Park	The urbanisation of Edmondson Park	Edmondson Park South – Urban planning, continuity and change	Australia's urban future: Liveable, sustainable communities
Geographical enquiry	•	•				•	•	•
ICT					•	•		
Global dimension	•	•	•	•	•	•		•
Sustainability and citizenship	•	•	•	•	•	•	•	•
Fieldwork				•			•	
Map work	•					•	•	
English								
Mathematics								
Science			•			•	•	•
Creative arts								
History		•	•	•	•			
Design and technology								

EDMONDSON PARK.



ZONING:

- | | |
|---|---|
|  PARKLAND and FUTURE SCHOOL SITE |  DEVELOPED SUBDIVISION |
|  ENVIRONMENTAL LAND |  DEVELOPED SUBDIVISION |
|  DEVELOPED SUBDIVISION |  DEVELOPED SUBDIVISION |
|  DEVELOPED SUBDIVISION |  UNDEVELOPED LAND |
|  REGIONAL PARKLAND |  FUTURE TOWN CENTRE |
|  HERITAGE PRECINCT |  STORMWATER BASIN |



KEY:

-  GREEN CORRIDOR TRAIL
-  CREEK TRAIL
-  LANDMARK
-  ABORIGINAL FINDS



Our place: A resource for teaching and learning about Edmondson Park (Secondary – Stage 5)

Edmondson Park education program

The Edmondson Park Education Program is an initiative of UrbanGrowth, NSW. The Program aims to provide teaching and learning resources to assist primary and secondary students in investigating the geography, history and heritage value of Edmondson Park, and to understand its changing identity as a result of planned development. Large urban growth projects initiate long-term change for local communities and the environment. Increasingly, governments acknowledge the importance of community engagement in this process as well as their role in educating about what change will mean for those communities involved.

Edmondson Park offers students the opportunity to investigate a locally significant development project inside and outside the classroom. In addition, it raises questions about why places grow, and how the demographic, economic and social features of a locality evolve. An education program that embeds current urban growth in its historic and geographic context not only links communities with their past and present, but helps explain the likely outcomes of change as development rolls out across the locality.

What is the Edmondson Park Project?

Edmondson Park is a suburban development in Sydney's South West region now under construction on land formerly occupied by the Ingleburn Army Camp. This new suburb is situated 40 kilometres from central Sydney and is part of the South West Growth Centre. The New South Wales Government established the South West Priority Growth Area in 2005 to sustainably plan urban expansion on Sydney's fringes. Edmondson Park is the first Precinct to be planned and constructed as part of this strategy.

The Edmondson Park land release is located in the council areas of Campbelltown and Liverpool. The site has an area of 827 hectares and is bounded by the M5 Freeway to the south and east, Camden Valley Way to the north and Zouch Road to the west. Development plans aim to create a distinctive and sustainable community supported by infrastructural services while preserving and enhancing the natural and heritage features of the locality. It is anticipated that Edmondson Park will provide accommodation for in excess of 25,000 people. It will feature a combined primary and secondary school and offer residents recreational facilities and 150 hectares of regional open space.

The new suburb's town centre will be built around a future bus and rail interchange, part of which consists of 12 kilometres of twin passenger track rail line from Glenfield to Leppington via Edmondson Park. Edmondson Park Railway Station opened in February 2016. Park and ride facilities are available near the station. The rail link will benefit the Edmondson Park community by providing rapid transport, easy access to services, and reduced reliance on private vehicles and road transport.

What is significant about Edmondson Park?

The new suburb of Edmondson Park occupies a significant place in the Australian story. Historically, the site provides evidence of layers of use and change, including Indigenous occupation, colonial settlement, the establishment and later decommissioning of the Ingleburn Defence Site and its current development as the first suburb constructed in Sydney's South West Priority Growth Area. Each of these phases is recorded in changes to the historical, physical, cultural and economic landscape of the area, making it a rich site for students to research and investigate the past, present and future of their locality.

Edmondson Park is located on the Cumberland Plain, one of the earliest areas of European settlement in New South Wales. This was home to the Darug, Dharawal and Gundungurra Aboriginal language groups. In the early years of settlement, Crown Land Grants under Governor Macquarie turned parts of the Cumberland Plain into pastoral holdings. However, the outbreak of stem rust in the 1860s decimated the grain industry and broke up large estates. Locals turned to dairying, timber, fruit and wine production. Although suburban development reached Ingleburn in the 1880s, by the turn of the century, the area was still noted for its thick, timbered scrub and open woodlands.

The outbreak of World War II and the establishment of the Ingleburn Defence Site by the Commonwealth Government marked a turning point for Edmondson Park and its surrounds. Plans were drawn up in 1939 and land was acquired in 1940. The Ingleburn Defence Site was the first purpose-built army camp specifically designed to train Australian infantry forces for World War II. Its function continued with the Korean War, and was expanded when the Commonwealth Government extended compulsory military service in 1964 under the National Service Program. The Ingleburn Defence Site also assumed a major role in preparing soldiers for engagement in the Vietnam War. During this time it became the focus for public agitation over conscription with a number of conscientious objectors detained in the Ingleburn Guard House and Cell Block, en route to the Military Prison at Holsworthy.

In 1973, the site became the Headquarters of the Second Training Group of the Army Reserve. In 1990, the Department of Defence decommissioned and sold a large portion of the Ingleburn Army Site to Landcom. The remainder of the site became the Ingleburn Heritage Military Precinct in 2002, dedicated as a memorial to Australian servicemen and women.

Edmondson Park, is named after John Hurst Edmondson, a former local resident who completed his training at Ingleburn Army Camp before leaving for Tobruk, Libya, in 1940. John Edmondson died at Tobruk 14 April 1941. He was awarded the Victoria Cross posthumously for outstanding leadership and bravery, and is buried in the Tobruk War Cemetery.

References: websites and resources

NSW Department of Planning and Infrastructure NSW.

http://www.landcom.com.au/publication/edmondson-park-south-development-control-plan-2012_24f9/

Ingleburn Military Heritage Precinct and Mont St Quentin Oval.

<http://www.environment.nsw.gov.au/heritageapp/ViewHeritageItemDetails.aspx?ID=5060333>

Teacher briefing

Educational aims of the resource

This resource aims to provide teachers with classroom materials to assist Stage 5 students in investigating questions about their local area and the Edmondson Park Project:

- Why is there the need for a new urban development at Edmondson Park in Sydney's South West region?
- How will this development change the locality?
- How has the local area changed over time? Why?
- What events, individuals, groups and places have shaped the unique identity of the Edmondson Park area?
- What benefits are likely to accrue to the area as a result of urban development?

Content of the resource

This resource consists of:

- a teaching and learning booklet with a classroom-ready unit and lesson plans, activities, source materials and worksheets on key aspects of the Edmondson Park Project
- booklet chapters in PDF format
- downloadable resources in PDF and Microsoft document format including maps and visual images for use with the interactive whiteboard.

Key features of the resource

The resource features:

- *a place-based education approach*, which embeds teaching and learning in a specific locale, invites learners to engage with big ideas, makes learning relevant to daily experience, and provides a rationale for civic engagement. The goal of place-based education is to provide learners with opportunities to participate in activities that are academically significant, while valuable to their communities. Creating a connection between school and locality acknowledges the immediacy of the neighborhood and community as key sites for learning
- *inquiry questions to focus investigation*
- *lessons with teacher briefing notes* that include: a list of key terms and concepts, background information where applicable, detailed learning activities supported by source materials, and access to websites
- *learning activities that provide clear curriculum connection to current and Board of Studies Teaching and Educational Standards NSW syllabuses* in terms of content, outcomes and learning across the curriculum content including: cross curriculum priorities (Aboriginal and Torres Strait Islander histories and cultures) and sustainability; general capabilities (critical and creative thinking, ethical understanding, information and communication capability, intercultural understanding, literacy, numeracy, and personal and social capability); and areas identified by the Board of Studies Teaching and Educational Standards NSW as essential to students' learning (civics and citizenship, difference and diversity, and work and enterprise)
- *lessons with student-planned investigations* that focus on local events and issues
- *inquiry activities* using a wide range of visual, oral, graphic, cartographic, statistical and web materials
- *extension activities* and areas for further investigation
- *teacher references*.

Content and structure

This resource draws on content, skills, outcomes and related elements of the current History K–10 and Geography K–10 Syllabuses. Content and activities are structured around three themes that guide students in their investigation of the Edmondson Park story:

- history of the Edmondson Park area
- people, groups and events that have shaped its character
- recent urban development of the area and what it will mean for local communities.

This secondary resource takes the form of a site study. It comprises a complete unit of work to be undertaken by Stage 5 History and Geography students. In line with syllabus guidelines, students studying History and Geography in Stage 5 are required to conduct an inquiry-based investigation of a location. The location may be as large as the local area, or small and contained such as a specific site, building or monument. Site studies enable students to observe and interpret the past and present, and explain how places change over time. While Edmondson Park is the broad focus for investigation, a visit to the Ingleburn Heritage Precinct constitutes the core activity in this unit.

Learning content and outcomes for the unit are aligned with:

History K–10 Syllabus Stage 5:

- Overview: The Making of the Modern World; Depth Study 1: Making a Better World? – Topic 1b: Movement of Peoples (1750-1901); Depth Study 2: Australia and Asia – Topic 2a: Making a Nation; Core Study – Depth Study 3: Australians at War: World Wars I and II (1914–1918, 1939–1945);
- Overview: The Modern World and Australia; Depth Study 5: The Globalising World – Topic 5c: Migration experiences (1945–present).

Geography K–10 Syllabus Stage 5:

- Changing Places;
- Environmental Change and Management.

Teaching and learning sequence

This site study unit consists of eight 50–60 minute lessons to be taught over a four-week period:

- **Lesson 1: Edmondson Park – Environmental Change** – orients students to the local area by focusing on the location of Edmondson Park and its features (Geography)
- **Lesson 2: European settlement** – creates the historical context for the site study by focusing on the settlement of South West Sydney and Edmondson Park (History)
- **Lesson 3: Changing environment and struggle for country** – investigates the impact of colonial expansion on Indigenous peoples of the South West (History)
- **Lesson 4: The Australian Army at Ingleburn** – examines the establishment of the Ingleburn Army Camp as a significant event in shaping the history and identity of Edmondson Park. This lesson incorporates site-visit activities (History)
- **Lesson 5: Post-war migration and the changing face of South West Sydney and Edmondson Park** (History)
- **Lesson 6: The urbanisation of Edmondson Park** – continues the contemporary narrative of Edmondson Park commenced in **Lesson 1** by focusing on the planned development and increasing urbanisation of the Edmondson Park area as a result of the South West Priority Areas strategy (Geography)
- **Lesson 7: Edmondson Park South – Urban planning, continuity and change** – examines how decisions are made about what to maintain and transform in the local area during a time of change (Geography)
- **Lesson 8: Australia’s urban future: Liveable, sustainable communities** – explores various scenarios/projections for the future of Edmondson Park by examining population/economic growth forecasts into the future (Geography).

How to use this resource

Lessons in each of the topics outlined above may be covered in their entirety or teachers may choose lessons and activities that align with current school programs to meet the needs and interests of their students.

Curriculum links with Board of Studies Teaching and Educational Standards NSW and the Australian Curriculum

The Australian Curriculum is being implemented in New South Wales through syllabuses developed by the Board of Studies Teaching and Educational Standards NSW for English, Mathematics, Science and Technology, History and Geography. Current K–10 syllabuses include agreed Australian Curriculum content and content that clarifies learning in Kindergarten to Year 10.

In line with the Board of Studies Teaching and Educational Standards NSW implementation timeline of the Australian Curriculum:

In 2016 Primary K–6 and Secondary 7–10 teachers were/are teaching:

- English K–10 Syllabus
- Mathematics K–10 Syllabus
- Science and Technology K–10 Syllabus
- History K–10 Syllabus.

In 2016 Primary K–6 teachers were/are either teaching OR commenced planning to implement:

- Geography K–10 Syllabus.

In 2017 Primary K–6 teachers and Secondary teachers of Years 7 and 9 were/are teaching:

- Geography K–10 Syllabus.

In 2018 Secondary teachers of Years 8 and 10 were/are teaching:

- Geography K–10 Syllabus.

As a result of the Australian Curriculum, the Human Society and its Environment K–6 Syllabus (1998) is replaced by the History K–10 and Geography K–10 syllabuses as they are implemented into K–6 schools. When K–6 schools begin teaching the History K–10 Syllabus it is in place of the *Continuity and Change* strand of the Human Society and its Environment K–6 Syllabus. When K–6 schools begin teaching the Geography K–10 Syllabus, it will be in place of the *Cultures, Environments and Social Systems*, and *Structures* strands in the Human Society and its Environment K–6 Syllabus.

Schools can choose a range of approaches to programming the History and Geography syllabuses. These include:

- an integrated approach to History and Geography
- History and Geography integrated with other learning areas
- subject-specific units.

The recommended percentage of teaching time of 6–10 percent of the typical school week for the Human Society and its Environment Key Learning Area will remain unchanged.

References: websites and resources

It is important to check the syllabus implementation timeline and advice on the Board of Studies, Teaching and Education Standards NSW website.

For the latest news on implementation, implementation support and programming assistance refer to: www.bostes.nsw.edu.au (Australian Curriculum in NSW).

For implementation and support materials specific to History K–10 and Geography K–10 Syllabuses refer to:

<http://syllabus.bostes.nsw.edu.au/hsie/history-k10/>

<http://syllabus.bostes.nsw.edu.au/hsie/geography-k10/>

The materials in this resource are designed for easy integration into new or existing teaching and learning programs and it is planned in the future that they will be available online from the Board of Studies (BoS) website. A programming tool called ‘Program Builder’ is available on the BoS website that uses content from the new NSW syllabuses to create scope and sequences and units. Board of Studies, Teaching and Education Standards NSW Program Builder: <https://pb.bos.nsw.edu.au/>



LESSON 1: Edmondson Park – environmental change

Inquiry questions

How has the character of the Edmondson Park location changed over time?

Where is Edmondson Park in the greater Sydney Metropolitan Area?

What are the main characteristics of the environment at this point in time?

How has land use on the site changed over time?

What might Edmondson Park be like in the future?

Lesson focus

Places and environments change over time.

Links to syllabus topics

Changing places: causes and consequences of urbanisation.

Environmental change and management: Urban environments.

Syllabus outcomes

Students:

- explain the diverse features and characteristics of a range of places and environments (GE5-1)
- explain processes and influences that form and transform places and environments (GE5-2)
- acquire and process geographical information by selecting and using appropriate and relevant tools for inquiry (GE5-7)
- communicate geographical information to a range of audiences using a variety of strategies (GE5-8).

Core concepts

Place – Edmondson Park as a significant place and what it is like.

Space – the organisation of the Edmondson Park site for different land uses.

Environment – interrelationships between people and the environment in Edmondson Park.

Change – development over time of the Edmondson Park site and the impacts of those alterations.

Scale – change at the local scale is connected to changes in Sydney, NSW and Australia.

Sustainability – using practices that support environmental quality and human wellbeing.

Interconnection – the past, present and future of Edmondson Park is linked to social, economic and environmental processes.

Geographical concepts

- Urbanisation
- Planning processes
- Environmental change.

Learning across the curriculum

Critical and creative thinking – interpret, evaluate and use evidence to describe Edmondson Park's location and characteristics and consider possible futures.

Literacy – use secondary sources to gather and communicate geographical information about Edmondson Park (written paragraph) including visual literacy.

Numeracy – analysing Australian Bureau of Statistics (ABS) data on population change.

ICT – using ICT to gather and communicate geographical information on Edmondson Park.

Aboriginal history and culture – linked to the Edmondson Park site.

Inquiry skills

Acquiring geographical information – maps, graphs, tables, photographs and websites.

Processing geographical information – describe the characteristics of Edmondson Park.

Communicating geographical information – produce a large-scale annotated map and flow diagram.

Geographical tools

Maps, graphs, statistics, spatial technologies and visual representations.

Lesson requirements

- Activity Sheets and Appendix;
- Internet (can be completed without using print resources);
- Spatial technologies such as Google Earth, Google Maps and NSW Globe
- 1:25 000 topographic map of Liverpool (optional);
- Extension Activity.

Assessment (formative assessment)

Students:

- *describe* the location of Edmondson Park using geographical terminology (Activity 1)
- *identify* the main characteristics of Edmondson Park today (Activity 2)
- *create* an annotated sketch map describing the main characteristics of Edmondson Park today (Activity 3).

References: websites and resources

Landcom: Places – Edmondson Park.

<http://www.landcom.com.au/project/edmondson-park/>

Liverpool Council: Edmondson Park.

<http://www.liverpool.nsw.gov.au/planninganddevelopment/strategic-planning/edmondson-park>

Australian Bureau of Statistics: Quick statistics.

http://www.censusdata.abs.gov.au/census_services/getproduct/census/2011/quickstat/SSC10797

Land near rail link to be home to thousands.

<http://www.dailytelegraph.com.au/news/nsw/land-near-rail-link-to-be-home-to-thousands/story-fni0cx12-1226874713377>



LESSON 1: Overview

Where is Edmondson Park in the Greater Sydney Metropolitan Region?

Activity 1: Describe the location of Edmondson Park

Use maps and other sources to identify and describe the location of Edmondson Park using geographical language. Include latitude, longitude, altitude, direction and distance from the coast, Sydney (CBD) and other centres such as Parramatta, Campbelltown and Liverpool. Refer to major transport infrastructure in your answer.

Write a paragraph response.

What are the main characteristics of Edmondson Park environment at this point in time?

Activity 2: Identify characteristics of Edmondson Park as it is today

Examine a satellite photograph, ground-level photographs, a terrain map and ABS statistics to identify characteristics of Edmondson Park as it is today.

List characteristics in a table using the headings “Natural environment” and “Human environment”.

Create a large-scale sketch map (suburb and immediate surroundings). Annotate the map with features identified above.

How has the site changed over time? What will Edmondson Park be like in the future?

Activity 3: Briefly examine changing use of area over time

Interpret maps and text to identify key changes over time. Consider past and present changes to predict what Edmondson Park will be like in 10 years’ time.

Create a flow diagram to show change over time.

Add a “future scenario” to the end of the diagram.

Activity 4: Student reflection and mind mapping

Mind map: “What have I learned?” and participate in a class discussion

Develop questions for future inquiry.

Teacher explanation – future lessons will investigate historical uses of the site, current development plans and strategies to create a sustainable, liveable community.

What are the main characteristics of the Edmondson Park environment at this point in time?

Activity 2: Identify characteristics of Edmondson Park as it is today

Examine a satellite photograph (**Figure 3**), ground level photographs (**Figure 4**), a terrain map and ABS statistics (**Figure 5**) to identify characteristics of Edmondson Park as it appears today.

- A terrain map can be viewed at Landcom: Edmondson Park (<http://www.landcom.com.au/project/edmondson-park/>)
- A 1:25 000 topographic map of Liverpool will assist with this activity.
- The Extension Activity could be completed here.

Record your findings in the table below.

Natural environment (e.g. topography, natural vegetation, waterways)	Human environment (e.g. population density, landuse, settlements, infrastructure)

Create a large-scale annotated map of Edmondson Park illustrating the main environmental characteristics of the suburb and surrounding suburbs today. Use mapping conventions such as BOLTS.

How has the site changed over time? What will Edmondson Park be like in the future?

Activity 3: Changing environment and place

Interpret text (**Figure 6**), a map and photographs (**Figures 7** and **8**) to identify key changes over time. Consider past and present change to predict what Edmondson Park will be like in 10 years' time.

- Create a flow diagram to show change over time (Use Smart Art or similar template).
- Add a “future scenario” to the end of the diagram.
- Class discussion “What have I learned?” “What questions do I have for further investigation?”

Refer to **Figures 6, 7** and **8** and view the following video clips to think about what the suburb might be like in the future.

Take a tour (Landcom.com.au/edpark): <https://www.youtube.com/watch?v=7b2zVRFbUMU>

Ardennes: <https://www.youtube.com/watch?v=b3GRCmdjul4>

Activity 4: Reflect on your learning (possible homework)

Write a short response to the following questions

1. What have I learned about the changing place and environment at Edmondson Park?
Present as a mind map.

2. What questions do I have to extend my knowledge and understanding?

Extension Activity: Topographic map

Requires the Liverpool 1:25 000 Topographic map

1. Locate Edmondson Park using Northings and Eastings Grid lines.

2. Identify the creek in the North East of Edmondson Park. What direction does the creek flow and where does it end?

3. Name the features at GR 033403, GR 020386 and GR 026384.

4. What is the highest altitude in Edmondson Park? Give a grid reference for this location.

5. State the aspect of the slope between GR 041392 and GR 028384.

6. Calculate the local relief between GR 041392 and GR 028384.

7. What is the scale of the map as a ratio? What does this mean?

8. Calculate the gradient between GR 041392 and GR 028384.

9. Calculate the distance from Camden Valley Way to the Hume Highway along Easting 02.

10. What is the main natural vegetation remaining on the Edmondson Park site?

11. State the direction of Macquarie Links (AR 0337) to the intersection at GR 003413.

12. What does the yellow shading represent? Suggest why most of Edmondson Park is white.



LESSON 1: Appendix

MAP 1

General location of Edmondson Park

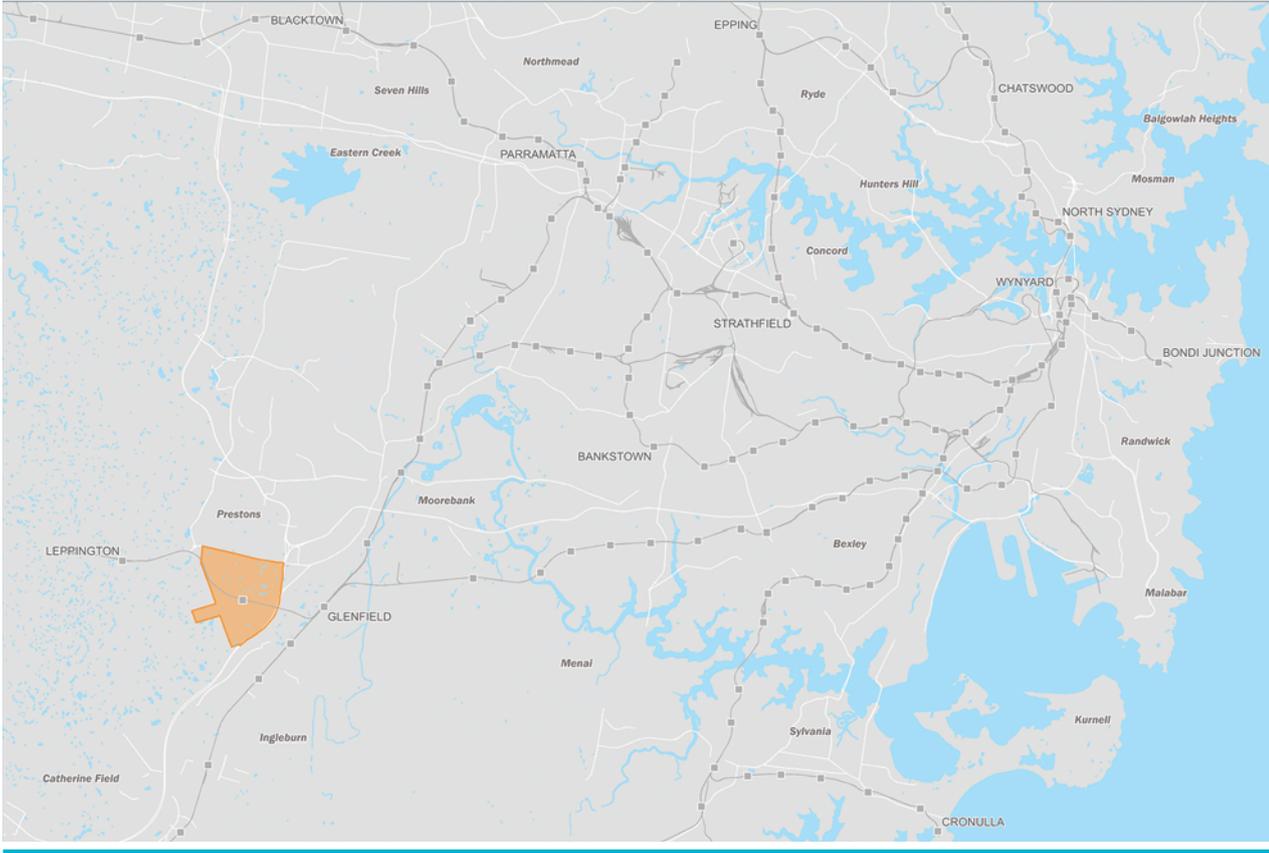


FIGURE 1

Location clues

1. “The exclusive, connected lifestyle you’ve always wanted can be yours! At Edmondson Park you can enjoy having space to grow while keeping in touch with life’s essentials, including shops, schools and your very own train station. Situated next to the exclusive Denham Court and conveniently close the M5 and M7 motorways, everything you need is at your fingertips!”
2. Edmondson Park has a total area of 827 hectares and is bounded by the M5 Motorway to the south and east, Camden Valley Way to the north and Zouch Road and Kelly Road to the west. Campbelltown Road dissects the area in the south, separating Liverpool and Campbelltown Council areas.
3. The suburbs of Prestons, Casula, Leppington, Denham Court, Ingleburn and Glenfield surround Edmondson Park.

FIGURE 2a**The Cumberland Plain**

Use Google Earth or other satellite image to identify the Cumberland Plain

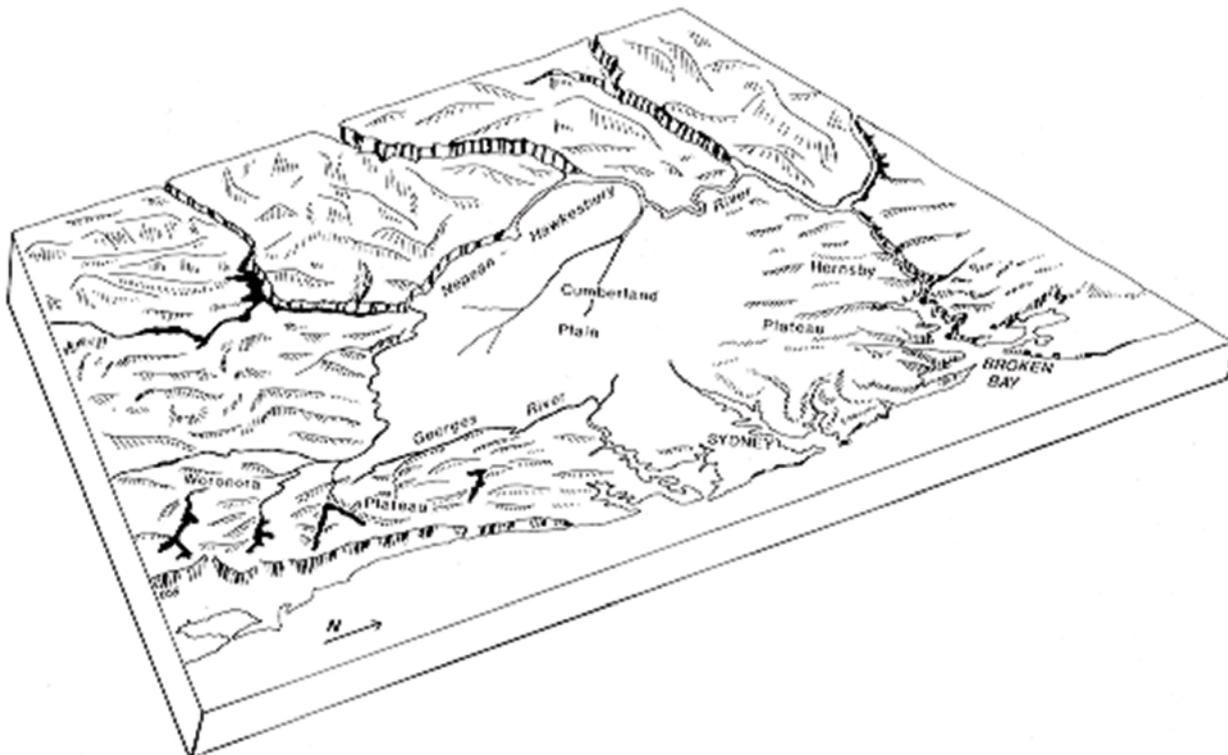
The Cumberland Plain covers an area of approximately 2750 km² extending from around Windsor in the north to Picton in the south. Once covered in woodlands and forests, the plain is the location of most of Sydney's urban development, with very little of the natural environment left uncleared (12%).

The gentle topography of plains and rolling hills, surrounded by the Hornsby Plateau (north), Blue Mountains (west) and Woronora and Illawarra Plateaus to the south, made it ideal for agriculture (intensive cropping and grazing) and urban expansion. The forests were used for timber. By 1850, most of the plain was grazed or cultivated and by 1950 urban development was rapidly occurring.

Source: Wikipedia

FIGURE 2b**Topography of the Cumberland Plain**

Can you locate Edmondson Park on this diagram?



The Cumberland Plain is a generally flat to undulating low-lying basin (20–100m at sea level), bounded by dissected sandstone plateaus to the north, south and west.

Source: Conservation Research Statement and Species Recovery Plan <http://www.environment.gov.au/node/15844>

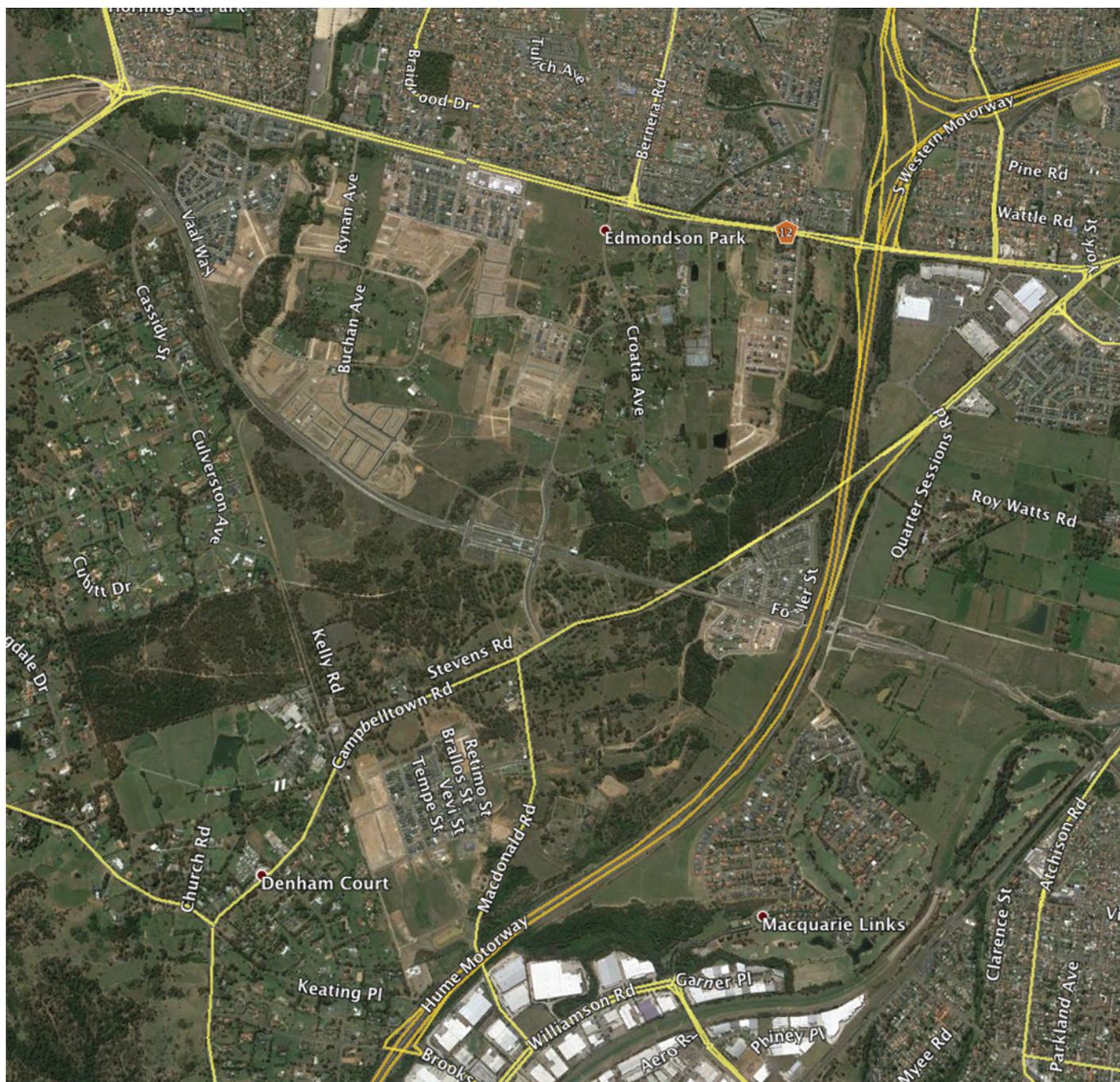
FIGURE 3

Satellite image of Edmondson Park, 2015

ICT: Use an online application such as Google Earth, Google Maps or NSW Globe that enables you to zoom in to see the environment in detail.

What physical and human characteristics can you identify in the photograph?

How does it differ to the surrounding areas?



Source: Screen capture from Google Earth: Image date 16/10/2015

FIGURE 4

Edmondson Park, March 2016



Infrastructure provision for urban development

© 2017 UrbanGrowth NSW



Critically endangered Cumberland Plain woodland

© 2017 UrbanGrowth NSW



New Edmondson Park railway station

© 2017 UrbanGrowth NSW



A new shopping centre at Village Square, Edmondson Park

© 2017 UrbanGrowth NSW



The Ingleburn Military Heritage Precinct

© 2017 UrbanGrowth NSW



Small-scale agricultural activities

© 2017 UrbanGrowth NSW



New housing estate

© 2017 UrbanGrowth NSW



Looking south towards the Hume Highway

© 2017 UrbanGrowth NSW

FIGURE 5**Population profiles**

ABS statistics for Edmondson Park refer to the census district called Edmondson Park in Liverpool only (not the Campbelltown portion). These statistics however, along with evidence obtained from observation of satellite photographs, can give valuable information about the human features and settlement patterns in the suburb.

Suggest why Edmondson Park has such a low population density.

Suburb	Population (2011 Census)	Land area	Population density Per hectare
Edmondson Park	455	606	0.75
Prestons	14,413	923	15.61
Liverpool	24,005	639	37.56

Adapted from <http://profile.id.com.au/liverpool/about?WebID=180> (ABS)

FIGURE 6**Land use change at Edmondson Park**

1. Aboriginal people occupied Western Sydney before Europeans arrived. Archaeological evidence suggests they utilised watercourses running through the area.

2. “The gentle topography and richer soils of the Cumberland Plain in western Sydney have made the area very attractive for a range of land uses throughout European settlement, beginning with agriculture and more recently urban expansion.”

“Today only 12% of the original extent of pre-European native vegetation on the Cumberland Plain remains as intact bushland [and it] is likely that much of this will fall under development pressure to meet the growing demands of Sydney.”

Source: *Recovering bushland on the Cumberland Plain*, Department of Environment & Conservation, NSW, 2005.

3. Prior to 1940, much of the land was a land grant, subdivided into small town allotments and both small and large farms.

4. In 1940, 2.77km² was purchased by the government for the Ingleburn Army Camp. Established as a defence training camp and associated villages. The site operated until 1972 and has been largely unoccupied since 2000. Remaining parts of the defence site have been consolidated into the current Ingleburn Military Heritage precinct along Campbelltown Road.

Sources for 3 & 4: UrbanGrowth NSW

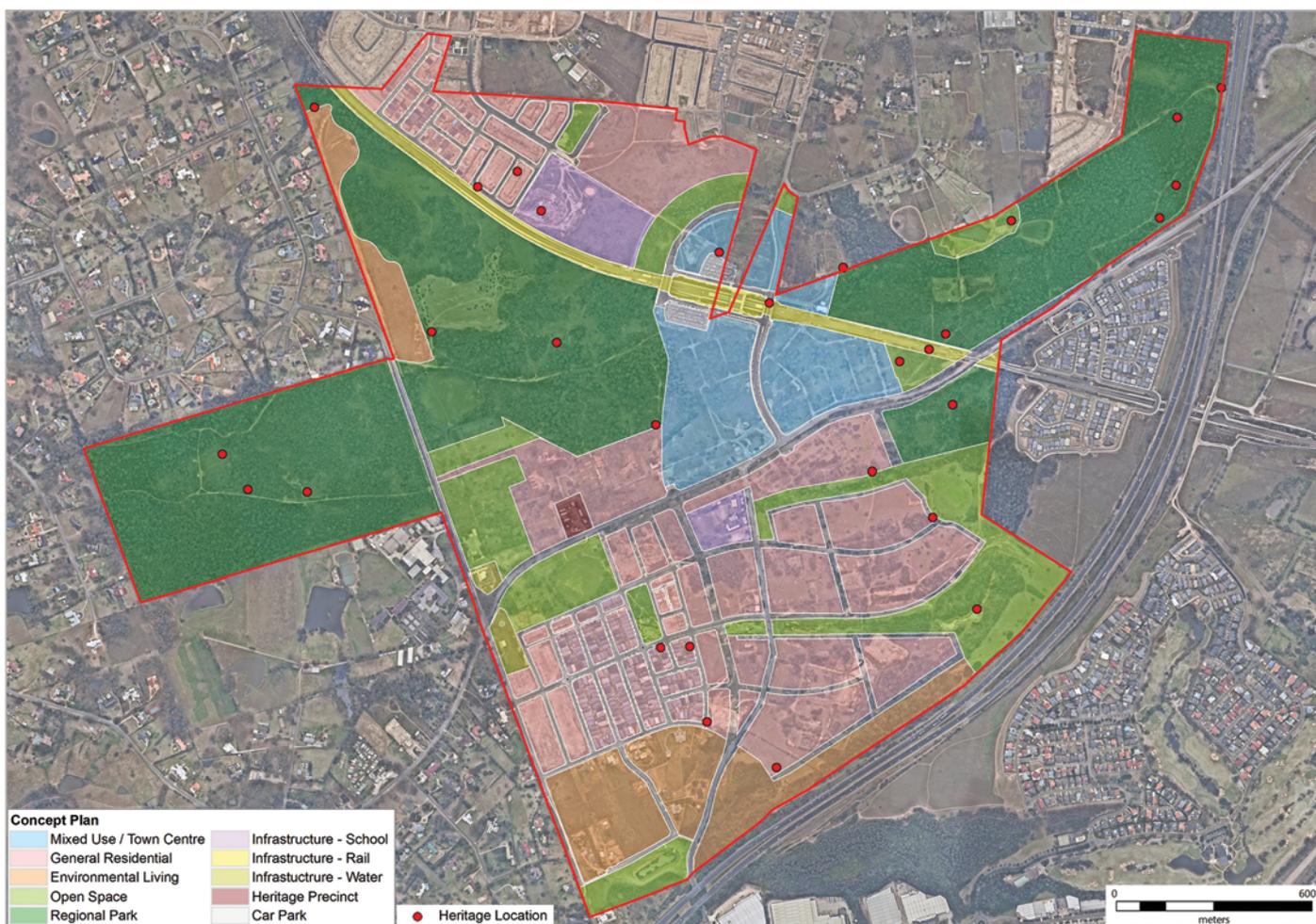
5. Since 2000, large areas of western Sydney were released for urban development in two large growth areas. Edmondson Park, in the South West Growth Area, was rezoned in 2008 under Local Environmental Plans prepared by Liverpool and Campbelltown Councils.

6. “Sydney has two new rail stations over land that was up to recently cow paddocks and earlier a defence site. Land subdivision and housing are being developed near to the stations.”

Source: <http://www.dailytelegraph.com.au/news/nsw/land-near-rail-link-to-be-home-to-thousands/story-fni0cx12-1226874713377>

FIGURE 7

Evidence of Aboriginal heritage



Sites of Aboriginal cultural heritage in Edmondson Park have been identified as part of urban development environmental assessment processes.

FIGURE 8

Edmondson Park, 2006

How does the site in 2006 compare to the 2015 satellite image?



Source: Screen capture from Google Earth: Image date 1/1/2006



LESSON 2: European settlement

Inquiry questions

Why did colonial settlement expand into Sydney's South West?

Who settled in this region of the Cumberland Plain?

What impact did settlement have on the development of the region and on the lives of those who settled there?

Lesson focus

This lesson focuses on:

- opening up of South West Sydney in the early years of the colony
- colonial history of Edmondson Park
- settlers associated with the South West and Edmondson Park areas
- investigating living and work conditions
- change and continuity in patterns of settlement and land use in the Edmondson Park area.

Link to syllabus topic

Depth Study 1: Making a Better World? – Topic 1b: Movement of Peoples (1750-1901).

Syllabus outcomes

Students:

- explain and assess the historical forces and factors that shaped the modern world and Australia (HT5-1)
- select and use oral, written, visual and digital forms to communicate effectively about the past for different audiences (HT5-10).

Historical inquiry skills

Perspectives and interpretation (ACHHS172, 191).

Core concepts

Significance, change and continuity.

Learning across the curriculum links

Critical and creative thinking, civics and citizenship, work and enterprise

Lesson requirements

- Computers with Internet connection.
- Map of Edmondson Park.
- Activity Sheets 1, 2 and 3.

Edmondson Park location

Edmondson Park was one of the first precincts to be planned in the South West Priority Growth Area. It lies across two local government areas: Liverpool City Council and Campbelltown City Council. It was zoned for urban development in May 2008. In August 2011, a section of this precinct, known as Edmondson Park South, was listed as a State Significant Site. This section comprises the former Ingleburn Army Camp, purchased by the New South Wales Government from the Commonwealth Government. Edmondson Park comprises an area of 827 hectares.

<http://www.planning.nsw.gov.au/Plans-for-your-area/Priority-Growth-Areas-and-Precincts/South-West-Priority-Growth-Area/Edmondson-Park>



FIGURE 1:
Map of Edmondson Park master plan

Source: <http://www.landcom.com.au/publication/edmondson-masterplan-update-v04/>

Background

Cumberland Plain

Until recently, Edmondson Park was a comparatively undeveloped part of Liverpool. Its population according to the 2011 Census was 455 people.

Edmondson Park lies in the South West of the County of Cumberland. The Darug, Dharawal and Gandangara were the first people to occupy the area prior to the arrival of European settlers. The colonial history of the area is linked closely to the story of Sydney's agricultural and social development.

Settlement in the South West: Grain production and pastoralism

In 1795, rumours were rife in Sydney Town concerning the sighting of cattle in the South West corner of the Cumberland Plain. To determine the veracity of the story, Governor John Hunter sent a search party to investigate. The lost cattle were located. Hunter later visited the area and found over 40 head of cattle, all escapees from the First Fleet. Besides cattle, Hunter also found fertile farming land along the Georges River.

Because food shortages remained a constant fear in the early colony, and flooding in the Hawkesbury made it an undependable source of food, settlement of the “forest areas” of the South West commenced in earnest after 1800. Lieutenant Governors Foveaux and Patterson granted land to settlers at Minto, Mulgoa, Banks Town, Bringelly and Holsworth, where drainage and alluvial soils were ideal for farming. This resulted in the growth of settlements built around land grants and transport networks that linked the region to Sydney Town.

When Macquarie became governor in 1809 he continued the settlement process. By the time he returned to England in 1821, a good deal of the South West had been occupied. Towards the end of 1814, Liverpool had a population of 832 people, 3229 acres of land were under cultivation with wheat, barley, maize and oats, and 20 600 acres were being used to graze cattle, sheep and pigs. By 1817, the acreage of wheat and number of sheep had increased three-fold, a situation that reflected Macquarie’s policy of distributing large grants to encourage agricultural growth.

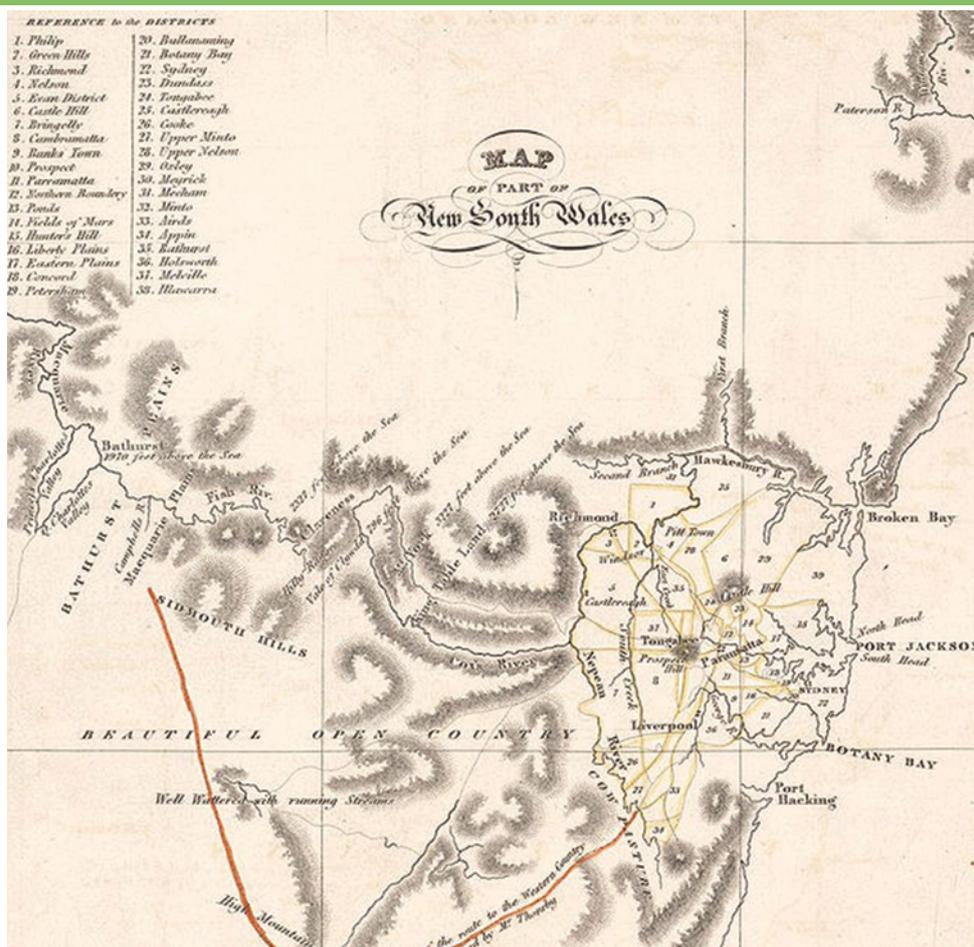


FIGURE 2: County of Cumberland and districts, 1824. National Library of Australia <http://nla.gov.au/nla.map-nk2456-106>

Despite these successes, drought hit the Cumberland Plain in 1838, decimating wheat production. By 1840 land use patterns changed as tenant farmers began leasing portions of larger estates affected by falling grain yields and economic depression. Unable to make a living, many farmers left the land. By 1860 agriculture on the Cumberland Plain had stagnated. Its once lucrative wheat and pastoral industries had floundered. Wheat and wool production moved beyond the Great Dividing Range, and mixed farming became the norm. Farmers who remained in the area began to sell timber, establish orchards and vineyards, and grow fodder for the Sydney market. The landscape reflected this shift. By the 1870s, dairying was the main industry in the Minto area.

Land grants and the spread of settlement

As noted above, the early part of the 19th century saw the establishment of large estates in the South West. Land was parcelled out in sizeable portions by the colonial government to members of the bureaucracy and military elite. Few women were grant recipients.

Ingleburn was originally known as “Soldier Flat”, named after four soldiers of the New South Wales Army Corps who received land grants in 1809, namely William Hall, William Neale, Joshua Alliot and Timothy Loughlin. In the same year, Macquarie granted Dr Robert Townson, scientist and scholar, 400 hectares in present day Varroville, just outside the western boundary of Edmondson Park. In 1810, Richard Aitkins, the Judge Advocate of the early colony, was granted 200 hectares, again in close proximity to Edmondson Park. The estate became known as “Denham Court”. Other grants within Edmondson Park included James Meehan’s “Macquarie Fields” (1816), Charles Parker’s “Parker’s Farm” (1817), Henry Kitching’s “Claremont” (1819), Robert Bostock’s “Forest House”, Charles Throsby’s “Glenfield” (1819), and William Lilly’s “Swaffham”. The Throsby family remained in the area until 1937, at which stage, part of the estate was transferred to Annie Shepherd and then purchased in 1953 by Harold Swane, market gardener, for £8000.

All these estates functioned as self-sustaining villages.

Smaller grants, often located along the George’s River, were given to freed convicts in the parishes of Cabramatta and Bringelly. Convict farms at Airs prospered. By 1826, William Neale’s 30-hectare grant was owned by ex-convict David Noonan, who expanded his holding and built a farm on the current location of Ingleburn’s town centre. By 1841, the land was owned by Mary Ruse, daughter of notable pioneer farmer, James Ruse.

With land grants came permanent townships. By 1820, both Campbelltown and Liverpool had a courthouse, police station, hotels and stores. The post office opened in 1828. Lawlessness was a constant concern in the frontier; bushrangers were prevalent across the entire Cumberland Plain. One of the most notable was Bold Jack Donohoe, shot by John Muggleton on John Thomas Campbell’s property near Bents Basin in 1830. As a result, a court of petty sessions was established at Liverpool in 1832 and police constables were stationed in towns and villages.

River, road and rail

River, road and rail were all essential arteries feeding the growth of the South West. The first road southward from Sydney was cut in 1805. It ran west to Parramatta and then via Cowpasture Road to Nepean Crossing at Camden. In 1813, a road connecting Sydney Town to Liverpool was constructed under the supervision of the emancipist William Roberts. Its completion increased the steady flow of settlers to the region. James Meehan improved the Liverpool Road in 1826. It was the major transit corridor to Sydney Town and critical to the economic development of the South West Cumberland Plain.

Liverpool was originally settled from the Georges River, and the river continued to service the township well into the 19th century. Even in the 1880s, goods from the local paper mill

were shipped up river. The river at Liverpool was deep enough for large ships to sail from Botany Bay and return to Sydney laden with local produce.

A hierarchy of towns and villages began to emerge around this road and river system. However, Liverpool and Campbelltown remained as significant administrative, cultural, religious and commercial centres. With time, churches were built and amenities added. The railway arrived in Liverpool in 1855. By 1869, a rail platform had been built on the old Neale grant and named Macquarie Fields, a tribute to the huge property of the same name situated to the north. However, with the subdivision of that property in 1881, the name of the platform was changed to Ingleburn in 1883 to avoid confusion with the new village of Macquarie Fields. With the coming of steam, settlements began to spread along and aggregate around the railway line.

Subdivisions and suburbs

The driving force behind change in the South West and Edmondson Park at the end of the 19th century was land. The 1880s was a period of economic boom in Australia. An increase in the availability of foreign funds resulted in Australians receiving the highest incomes in the world during the late 19th century. By 1890, however, overseas investors began to withdraw investment because of poor returns. As a result, by 1890 Australia was in the throes of an economic depression.

During the boom of the 1880s land speculation was rife and the building industry prospered. Across Sydney, large estates were subdivided for either residential or mixed farming purposes.

In the South West it was thought that the addition of a new station at Ingleburn would make the area surrounding Edmondson Park attractive to buyers. In 1883, Hosking's Estate appeared on the market. The land was part of a much larger parcel originally granted to James Meehan and sold to Samuel Terry in 1826. In 1884, Denham Court was subdivided for sale. In 1885, the Ingleburn Estate west of Bunbury-Curran Creek was purchased and divided. In 1889, Bernea, originally a grant of 1000 acres on the Bringelly Road, north of Edmondson Park, was divided. In 1906, parts of Parker's Farm on the northern boundary of Edmondson Park, and parts of the Robert Bostock's old grant to the west, were also sold off.

Despite aggressive advertising campaigns by auctioneers, land sales and subdivisions slowed after 1890. By Federation, however, the market had rallied. The Closer Settlement Acts passed by the New South Wales parliament between 1901–1909 encouraged urban consolidation, particularly along transport routes and around railway stations. In 1908, a further portion of the old Meehan estate was subdivided and auctioned off as Macquarie Fields Township.

Local government

When Sydney's South West was first settled a governor appointed in England administered the colony. By the 1830s, this had changed and magistrates had assumed a degree of local administrative power. In 1843 District Councils were appointed in Liverpool, Campbelltown-Appin and Camden to prepare colonists for self-government. The system was unsuccessful and courthouses and their officers continued to function as administrative hubs for central administration. By the 1880s, reforms redistributed power away from a centralised council structure to create separate municipalities. The lobbying of local residents led to the establishment of Cabramatta and Canley Vale councils in 1892 and Ingleburn in 1895. However, Glenfield, Macquarie Fields and North Ingleburn remained part of the Liverpool Municipality until 1949.

During the 19th century, small local schemes provided utilities such as water to towns and villages. Dams were constructed on the Georges River at Liverpool and another at Campbelltown in 1839. Later the Upper Nepean Scheme supplied water to the Sydney

area. To streamline delivery, a small reservoir was built at Liverpool in 1890. Unemployment relief workers built the Ingleburn Weir in 1933. Sewerage disposal facilities arrived after World War II. The connection of gas to towns was also slow. A gasworks operated at Liverpool in Mill Street, but closed in 1927 when the supply was taken over by the Australian Gaslight Company and later connected to city mains supplied from Mortlake. By that time electricity had arrived. Liverpool Council commenced its own electricity scheme in 1925. Despite increased access to both gas and electricity many women still used wood-fired stoves and fuel coppers for washing clothes well into the 20th century.

Living and working

Occupations associated with the land were common in the early years of settlement. Agriculture was built on the labour of convicts who cleared timber, tended crops and left their mark on the landscape of large estates. Even small landowners with 40 acres of land were entitled to a single convict. As a result of Commissioner J.T. Bigge's recommendation in 1821 to close government works, convicts could be assigned to settlers. Carpenters, blacksmiths and those skilled in other trades were in great demand. Once they had served time, many settled in Sydney's South West and contributed to its social mix.

However, the cessation of convict transportation in 1840 had negative consequences for the South West. Convicts were moved to Parramatta and soldiers, along with settlers, left. Macquarie's hospital at Liverpool closed. Local landowners now were expected to pay for workers. Economic depression struck in the 1840s. The arrival of the railway in 1855, however, stimulated businesses and markets. Pioneer industrialists and entrepreneurs like J.H. Atkinson appeared on the local scene. Atkinson built an industrial estate on the branch line to Collingwood, on the Georges River, that became the depot for the shipment of goods between Liverpool and Sydney. As a result, locals could send their produce to Liverpool by road and onto Sydney by train. Atkinson also established an irrigation scheme at Liverpool, perhaps the first in Australia, sparking the growth of market gardens, many run by Chinese immigrants, near towns and rail. Poultry farms proliferated around Liverpool as land was divided into small farming allotments and sold off. Poultry farming, market gardening and dairying become major economic activities in the South West. Land use patterns at Edmondson Park provide ample evidence of the long-term involvement in these industries.

The period from the 1850s onwards marked the appearance of processing works in Liverpool, aimed at transforming local products into consumables for a wider market. Atkinson established a woolwash. Christiansen's brick makers opened at Liverpool in 1879. Overseas migrants brought specialist skills to these burgeoning industries. The Liverpool paper mills used Italian paper makers in the 1880s. John Luca's water-driven flour mill at Holsworthy, Richard Brook's horse-powered threshing machine at Denham Court and candle factories at Airds were all examples of entrepreneurship and regional development.

Local identities

Some of the colony's most active explorers either visited or settled in South West Sydney. The region acted as a base from which these individuals moved beyond the Cumberland Plain in search of productive land and economic opportunity. In 1795, George Bass and Matthew Flinders explored the Georges River. Their journey resulted in the siting and subsequent establishment of Liverpool. John Warby, ex-convict stockman and first European resident of Campbelltown, explored the Cowpastures, Burragorang Valley and Bargo with the assistance of Dhawaral guides. His experience and connections made him the premier guide for the southern districts until the 1820s. Charles Throsby used his grant at Glenfield as the base camp to explore the South West. Charles Sturt, also an explorer, bought Varroville at Horningsea Park in 1837. It later became the home of Count Strzelecki, the Polish-born explorer who named Mount Kosciuszko.

Lesson steps

Step 1: Reading the landscape

- Teacher projects a map of the Cumberland Plain onto the interactive whiteboard noting the two local government areas in which Edmondson Park is located: Liverpool and Campbelltown.
- Teacher projects an 1824 map of the Cumberland Plain and its districts. Teacher explains the rapid exploration and settlement of the Cumberland Plain in search of farming land and highlights Macquarie's role in opening up Sydney's South West region. This part of the lesson sets the broader regional context of the Edmondson Park story. Map of the Cumberland Plain available at: <http://nla.gov.au/nla.map-nk2456-106>

Step 2: A virtual walking tour

- Teacher narrows geographical focus and projects a Google or Maps Six image (<http://maps.six.nsw.gov.au/>) of Edmondson Park and its surrounds onto the interactive whiteboard. Students locate and record on a map of Edmondson Park:
 - surrounding suburbs
 - arterial roads, rail and transport infrastructure
 - street names, roads and parklands
 - waterways
 - landmarks and special purpose spaces
 - heritage sites – Macquarie Fields House, Horningsea Park, Ingleburn Military Heritage Precinct and Mont St Quentin Oval complex.
- Teacher projects satellite image showing settlement and land use patterns across Edmondson Park and surrounding suburbs. Teacher draws attention to the rural appearance of the Edmondson Park landscape.
- Students:
 - identify physical features of the landscape that indicate something about life and work in the locality present and past
 - locate where they live and relate stories about their experiences in the locality
 - speculate about how life and work may have changed over time
 - identify changes in transport infrastructure.
- Teacher explains how the physical features of a place not only define its identity, but also provide evidence about the people, events and forces that have shaped that identity.
- Students record their impressions of Edmondson Park and adjacent suburbs.
- In groups, students brainstorm theories about the historic processes that account for the current settlement and land use patterns in and around Edmondson Park.
- Teacher discusses with students the trends and events that have shaped the history and landscape of Edmondson Park:
 - agriculture – as part of the Cumberland Plain, the Edmondson Park area was one of the earliest farming areas in the colony. Initially, the land was used for grazing and cultivation of grain. By the 1870s, grain production and grazing had moved over the Great Dividing Range – replaced by dairying, fruit growing, vineyards and poultry. By the 1950s, market gardening and small-scale horticulture dominated. Land allotments became smaller and settlement remained sparse.

- defence – Ingleburn Army Camp was established in the Edmondson Park area at the outbreak of World War II. The area remained under the control of the Commonwealth Government until it was decommissioned.
- urban growth – the rapid growth of Sydney has shaped the development of Edmondson Park. As transport has improved, people and industries have moved to the fringes of Sydney with areas such as Edmondson Park becoming the focus for rural residential settlement.

Step 3: Heritage

- Teacher asks students the question “What is heritage?”
- Teacher uses the Australian Government Department of the Environment’s definition as a starting point for discussion:
- “Heritage is all the things that make Australia’s identity – our spirit and ingenuity, our historic buildings, and our unique, living landscape. Our Heritage is a legacy from our past, a living, integral part of life today, and the stories and places we pass on to future generations.” <http://www.environment.gov.au/heritage/about>
- Teacher and students brainstorm examples of heritage items in the region and local area. Class discusses and devises categories to classify these items. Categories might include cultural objects, practices and customs; stories and memories that define personal, cultural and local identity; landmarks; natural and made environments; meeting places and sites of commemoration; oral histories and photographs.
- Teacher notes different levels of heritage: personal, local, national and international.
- Teacher focuses on the role of the historian in heritage work, with reference to the NSW Office of Environment and Heritage webpage, “Historical research for heritage purposes”, and identifies Historical Themes used by heritage workers to identify the historical significance of heritage items: <http://www.environment.nsw.gov.au/Heritage/research/historical.htm>. Coverage provides background information and understanding for **Activity Sheet 1: Researching heritage – Edmondson Park and its surrounds**.
- Teacher and students explore questions around why some heritage items are lost or abandoned, and others saved and conserved.
- In groups, students research 19th century colonial buildings located in the broader Edmondson Park area using **Activity Sheet 1: Researching heritage – Edmondson Park and its surrounds**.

Step 4: Colonial past

- Teacher focuses on the settlement of Sydney’s South West. Notes the importance and presence of the Darug, Dharawal and Gandangara people who inhabited the area prior to settlement. Teacher projects a map showing the rapid expansion of settlement across the Cumberland Plain by 1830. Available at: Atlas of NSW, NSW Government Land and Property Information http://www.lpi.nsw.gov.au/about_lpi/announcements/2013/western_crossings (Use the Explorer facility on the toolbar and home page. Choose History > European Settlement).
- Using the same site, teacher projects a map of the Cumberland Plain woodlands and ask students to speculate about how rapid settlement may have altered this environment.
- Teacher:
 - explains Governor Macquarie’s role in opening the South West in search of reliable farming

- explains the Land Grant system, and establishment of large pastoral and grain-producing properties
- highlights the nature of colonial society on the frontier – convicts, emancipists, free settlers and the presence of military and police
- highlights the growth of Liverpool and Campbelltown, the development of transport along the Georges River and building of roads to connect the South West with Sydney and Parramatta
- introduces Joseph Lycett, colonial painter and engraver, who arrived in Sydney in 1814 to serve 14 years sentence for forgery. Lycett recorded life in the early colony. Macquarie sent three of Lycett's works to Lord Bathurst in 1820. The same year he received a conditional pardon and returned to England in 1822. In 1824 his images of Australia and Indigenous life were published in London. This introduction provides background information for **Activity Sheet 2: Edmondson Park's colonial past – source study**.
- Students complete **Activity Sheet 2: Edmondson Park's colonial past – source study** which focuses on colonial settlement, life and developments in Sydney's South West.
- Teacher reviews students' response to **Activity Sheet 2: Edmondson Park's colonial past – source study**. Highlights the contribution of people other than large landholders made to the settlement of the South West.
- Students search early pioneers at: <http://monumentaustralia.org.au> and at the Pioneers' Memorial Park website at: <http://liverpool.nsw.gov.au/whats-on/heritage-culture-and-the-arts/pioneers-memorial-park>

Step 5: From pastoralism to subdivisions

- Teacher highlights the slow transition and downsizing of large pastoral holdings in the Edmondson after the 1850s, replaced by dairying, vineyards, orchards and timber getting.
- Teacher notes the reasons for transition: crop failures because of stem rust and drought, the opening up of pastoral lands to the west as a result of exploration, the leasing of large estates to tenant farmers and early subdivision.
- Teacher focuses on the 1880s, a period of economic boom marked by the rapid subdivision and sale of land across Sydney.
- Teacher notes that parts of Denham Court, Macquarie Fields and Glenfield Estates were divided into allotments and auctioned. Teacher draws parallels with the Edmondson Park release and the planning and development of this new precinct.
- Teacher returns to **Source 3 (Activity Sheet 2: Edmondson Park's colonial past – source study)**: "Land within the Edmondson Park area, Parish of St Luke, County of Cumberland, 1930". Students identify areas of settlement density and their proximity to transport.
- Teacher distributes land auction posters advertising new estates: Macquarie Fields Township, Hosking's Estate, Glenfield Park and Denham Court. With reference to posters, teacher and students discuss and create a mind map detailing the layout of these subdivisions, terms of sale, special features, uses of the land, and vendors and auctioneers. Auction posters available at <http://acms.sl.nsw.gov.au/album/ItemViewer> (select records with images and search "auction posters") and included as resources in **Activity Sheet 3: Subdivisions – then and now**.
- With reference to information collected from the mind mapping activity and using **Activity Sheet 3: Subdivisions – then and now**, students plan and simulate an auction of land at Denham Court, Hosking's Estate or Macquarie Fields Township.

Extension work

- Students locate heritage sites in the local area. They:
 - compile images of these sites
 - on a map of the local area, construct a heritage trail that incorporates and link sites
 - develop a trail guide that provides background information about the site: its location, timeframe, events and individuals associated with the site; heritage listing, if any; and what evidence it provides about historical events, people and activities in the local area.
 - include in the guide a statement about the significance of each site to the local area and community.
- Students record changes in the local community by locating historic photographs and reshooting at that location using iPhone or iPad.
- Students:
 - research the reasons for change
 - present their findings as a series of comparative “postcards”
 - organise their postcards thematically (work, entertainment and leisure, technology) chronologically or by location.
- Students record features of the natural and built environment Edmondson Park, and display these images as a visual corridor. Images may be presented chronologically or thematically.

References: websites and resources

Timeline and overview of Liverpool’s history timeline available at:

<http://www.liverpool.nsw.gov.au/council/the-liverpool-area/history-of-liverpool/liverpool-timeline>

Information on local identities available at “Prominent local people of our past”:

<http://www.campbelltown.nsw.gov.au/RAC/AboutCampbelltown/History/ProminentPeopleFromOurPast>

Campbelltown timeline – “Significant moments in Campbelltown’s history” available at:

<http://www.campbelltown.nsw.gov.au/RAC/AboutCampbelltown/History/Campbelltowntimeline>

History of Ingleburn available at:

<http://www.campbelltown.nsw.gov.au/RAC/AboutCampbelltown/History/Historyofoursuburbs/HistoryofIngleburn>

Liston, C. (2009). *Pictorial history: Liverpool and district*. Kingsclear Books, Alexandra, Sydney

A detailed history of Liverpool available at:

<http://www.liverpool.nsw.gov.au/council/the-liverpool-area/history-of-liverpool/a-detailed-history-of-liverpool>

Information about early settlers available at:

http://www.liverpool.nsw.gov.au/__data/assets/pdf_file/0019/5185/The-Early-Settlers.pdf

Kass, T. (1996). *History of Campbelltown, Minto*. Prepared for Landcom, Parramatta.

Keating, C. (1996). *On the frontier: A social history of Liverpool*, Hale and Iremonger, NSW.

Non-Indigenous heritage assessment Edmondson Park, New South Wales, Report by HLA-Envirosciences Pty Limited, prepared for the Liverpool City Council, October 2003.



LESSON 2: Activity Sheet 1: Researching heritage – Edmondson Park and its surrounds

FIGURE 1



Glenfield Farm was constructed between 1810–17 on 6.69ha in Casula.

Background

There is little physical evidence left to inform us about Edmondson Park's colonial past. However, a number of colonial buildings lie on the edge of this new precinct. Researching these buildings can provide some idea about what life was like on a large farming estate or on a small colonial farm.

Task

In groups, research the following colonial buildings that surround the Edmondson Park:

- Macquarie Fields House – Macquarie Fields
- Glenfield Farm House – Casula
- Denham Court and St Mary's Anglican Chapel – Denham Court
- Horningsea Park – Horningsea Park
- Varroville Estate – Varroville
- Robin Hood Farm and site of first Robin Hood Inn – Ingleburn
- Stone Cottage – Ingleburn.

Allocate the buildings listed above to group members. Use the following guide to collect and enter the information you collect about your heritage building. This guide is similar to that used by the NSW Office of the Environment and Heritage to record the heritage features and significance of items on the New South Wales Heritage Register.

Heritage guide

A. Building

Property/building name: _____

Image of the building: _____

Address: _____

Parish: _____

County: _____

Local Government: _____

Local Aboriginal Land Council: _____

List (Local, state and/or national heritage register): _____

B. Description

Builder: _____

Owner/s: _____

Year/s of construction: _____

Construction materials: _____

Physical description (Setting; number of buildings; appearance; unique features): _____

Condition of the building: _____

Current and former use: _____

C. Historical notes about the building

List three key points about the history of the building. What do each of your points reveal about rural activities, historical personalities and life in the local area?

1. _____

2. _____

3. _____

D. Significance of the building

List three key reasons for regarding the building as significant and worth protecting. Refer to the New South Wales and State Heritage Themes discussed in class to arrive at a decision. Rank your reasons with **1** as the most important and **3** as the least important.

1. _____

2. _____

3. _____

References: websites and resources

For Heritage Themes refer to NSW Government Office of Environment and Heritage, “Historical research for heritage purposes”: <http://www.environment.nsw.gov.au/Heritage/research/historical.htm>

For information about heritage matters refer to Australian Heritage Database and Heritage Home Page at the Department of the Environment, Canberra: <http://www.environment.gov.au>

For historical images of these buildings refer to Campbelltown City Library, “Our Past in Pictures”, Local Studies Collection: <http://pictures.campbelltown.nsw.gov.au/OPIP/scripts/home.asp>

For Heritage items in Campbelltown refer to Local Heritage Register:
<http://www.campbelltown.nsw.gov.au/RAC/AboutCampbelltown/Heritage/HeritageitemsinCampbelltown>

Liverpool City Council: Heritage items in Liverpool

For heritage items in Liverpool refer to:
<http://www.liverpool.nsw.gov.au/whats-on/heritage-culture-and-the-arts>.

Also note “The Heritage Strategy for the City of Liverpool 2011–2014” and Heritage Trail Walk at:
<http://www.teachingheritage.nsw.edu.au/section01/>



LESSON 2: Activity Sheet 2: Edmondson Park's colonial past – source study

This source-based activity focuses on the settlement of South West Sydney and Edmondson Park: its early settlers, farming on the frontier, and changes that settlement brought to Sydney's South West.

Part A: Why did people settle in colonial Sydney's South West?

Background

The early years of settlement at Sydney Cove were dogged by food shortages and threatened famine. Attempts at farming failed, livestock escaped, and even the land and climate were deemed unsuitable for the production of sufficient food to feed the colony's small population. In response, authorities turned their attention to the Cumberland Plain in search of good land and waterways. This was a period of exploration, road building and the rapid clearing and cultivation of large tracts of Cumberland Plain woodland. Much of this activity occurred during the administration of Lachlan Macquarie, Governor of New South Wales between 1809–1821. Macquarie's time in the colony was stormy. Two of his key objectives were to promote the growth of the pastoral industry and to redistribute some of the economic benefits to small settlers. During his administration Macquarie alienated a record 230 045 acres. Much of this land was parcelled out to settlers in large-scale land grants. These early years were important in the Edmondson Park story.

SOURCE 1

Governor Macquarie defends his administration on his return to England by pointing out the actions he took to guard against future famine in the early colony.

“My Lord,

...

5. – One of my first acts was to relieve the colony from the horrors of impending famine, the quantity of Wheat then in Store being less than a hundred Bushels. Its immediate wants were promptly supplied by my authorizing the purchase of a Cargo of Wheat from Bengal, which providentially arrived at that time...

6. – To avert the occurrence of similar effects from similar causes, I ordered large tracts of land on high grounds, and out of the reach of floods, to be forthwith cultivated with Wheat and Maize crops. As an encouragement to the Settlers in the furtherance of this plan, I issued Cattle to them on Credit from the Government Herds; and as a further inducement to those Settlers on the Banks of the Hawkesbury and Nepean Rivers, I established several townships in convenient situations, and near the Banks of those Rivers, to which those whose farms were subject to floods might occasionally retire with their cattle and grain...Few of the small Settlers being at this time possessed of any Horned Cattle I considered it good policy to diffuse that species of Stock as much as possible amongst them, not only for their own comfort, but also with the view to creating a competition with the Richer Settlers and large Stock Holders, who at that period had the exclusive advantage of supplying the King's Stores with Animal food; the price of which was then Nine Pence per pound...”

Extracts from “Copy of a Report, by the late Major General Macquarie on the Colony of New South Wales to Earl Bathurst,” London, 27th July 1822 in M. Clark, (ed). (1966) Sources of Australian History, Oxford University Press, Melbourne, pp.124–125.

SOURCE 2

Charles Throsby's letter to the Editor of *The Sydney Gazette* commenting on the excellence of his grazing land and cattle, and the advantages of raising cattle on his property at Glenfield.

“Sir—I am pleased to see in yesterday's Gazette...that you vindicate our part of this new world. To prove what its natural resources are capable of producing, I recommend you to look at some oxen I yesterday sold to George Cribb, a butcher in Sydney; four of which he took away this morning. Others that are left, are much larger; two of them, I have no hesitation in saying will exceed *eleven hundred pounds* each. You may state, with perfect truth, they have for more than twelve months depastured on this farm (not in the country to the westward of the Nepean); that they never have, in any instance, been fed on any thing but the *natural grasses of New South Wales*.

...

I feel confident that the (10) ten oxen I have sold to Cribb will *average* a very few (if any) pounds short of one thousand each, exclusive of rough fat. And I will be bold enough to say, a lot of better *grass fed* cattle was seldom or ever produced, even in *Old England*, and decidedly not at the close of winter, when fat stock, of all kind, is scarce.

...

I remain, Sir, your obedient Servant,
Charles Throsby “

Source: The Sydney Gazette and New South Wales Advertiser, Thursday, 11 September, 1823.
<http://nla.gov.au/nla.news-article2182205>

Task

Read **Sources 1** and **2** and answer the following questions:

1. Who wrote **Sources 1** and **2**? When and why?
2. With reference to **Source 1**, outline the short and long-term actions Macquarie took to guard against future famine in the colony, increase grain production and promote pastoral development.
3. Which of Macquarie's actions might have encouraged settlers to move to Sydney's South West? What were the rewards of settling in the South West for pastoralists like Charles Throsby?
4. How did Macquarie's actions affect the Edmondson Park area? (Think about land grants, settlement and early uses of the land.)

Part B: Who settled in Sydney's South West? Who settled in Edmondson Park?

Background

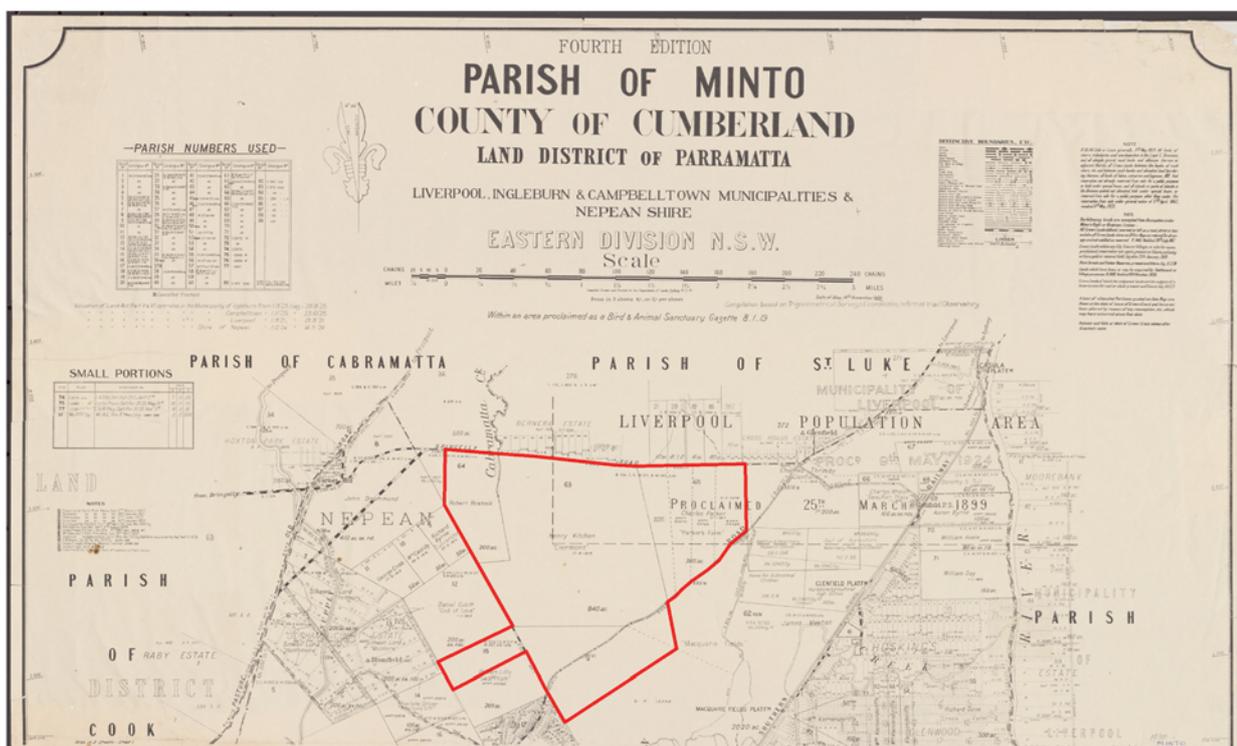
To encourage settlement across the Cumberland Plain, Governor Macquarie increased the size and number land grants. A land grant was a gift of land made by the governor as either an incentive to develop unused land or as a reward for services. The land grant system commenced in 1788 when the British Crown started granting land to free settlers, emancipists (free convicts) and non-commissioned officers. During Macquarie's period as governor, 230 045 acres of land was granted. Many of these grants were large-scale and earmarked for grazing, a rural activity that became a regular feature of the agricultural landscape after 1825.

Task

1. In **Activity Sheet 1: Researching heritage – Edmondson Park and its surrounds** you researched the early history of colonial buildings. Review your findings and answer the following questions:
 1. Who owned the properties upon which these buildings stood?
 2. Who granted the land to the property owners and when?
 3. What positions did these individuals hold in society? (Magistrate, Surveyor General etc.)
 4. How was the land used?

SOURCE 3

Land within the Edmondson Park area, Parish of St Luke, County of Cumberland, 1930.



Source: Non-Indigenous heritage assessment Edmondson Park, New South Wales. Report by HLA-Envirosciences Pty Limited, prepared for the Liverpool City Council, October 2003, Fig. 2.

2. Although published in 1930, **Source 3**, an historic map of the Edmondson Park area, shows the original land grant owners and the extent of their land holding. (Note the red dash line marks out the current boundaries of Edmondson Park.
 1. List the name of the landowner, the name of each property (if marked on the map) and its acreage.
 2. List natural features of the landscape as shown on the map e.g. creeks and other waterways.
 3. List and mark out roads.
 4. Using a different colour for each land holding, shade it.
 5. With reference to **Source 3** and other evidence you have gained, write a short paragraph (6 lines) describing what an aerial view of Edmondson Park may have looked like in 1822.

Part C: What impact did settlement have on the South West and Edmondson Park?

Background

When early settlers arrived in the South West and Edmondson Park area they encountered the Dharawal and Gandangara people. The land was covered by Cumberland Plain woodland, rich in native flora and fauna. Within 20 years of settlement the woodlands had been cleared and alienated from local Aboriginal peoples with disastrous consequences.

SOURCE 4



Cumberland woodland

Task

1. Study **Source 4**. What were the dominant features of the environment when European settlers arrived in the South West?
2. Study **Source 5** and **Source 6** and answer the following questions:

Information about the images

1. When were these images created and in what locations?
2. Who created the images?
3. For what audience were these images created?
4. Why were the images were created?

Observations about the images

1. Describe what you see in each of the images.
2. List two features that you see as important in telling us about colonial land use, work and life in Sydney's South West.

Context of the images

1. What events were happening elsewhere in the colony and on the Cumberland Plain?
2. How might these events have driven people to settle in the South West?

Analysis

1. Who or what are missing from these images?
2. Are these positive or negative images of pastoral life in Sydney's colonial South West?
3. These images were published in England in 1824. What impressions might potential immigrants have gained about rural life in Sydney's South West on viewing these images?
4. Would images such as these encourage individuals and families to settle in New South Wales? Why?
5. Are these images reliable representations of the environment, life and work on the South West Cumberland Plain? Why or why not? Support your response with evidence.
6. What other sources of evidence might assist in assessing the reliability of these images?
7. What do these images reveal about European attitudes to the land?
8. Do they depict the Australian bush or a pastoral myth? Discuss in pairs.

Taking it further

1. Do Lycett's images (**Sources 5** and **6**) support Macquarie's claims that his agricultural and land settlement reforms protected the colony against future famine and increased the agricultural wealth of settlers. In what ways?
2. With reference to **Sources 4** and **5** list five key ways in which European settlement changed the pre-1788 environment.
3. Not only did Europeans change the landscape but they also renamed it. Return to **Source 3** and find examples.

SOURCE 5



Alexander Riley's pastoral property, Raby, near Edmondson Park. The layout of Raby was similar to the pastoral properties of Charles Throsby and James Meehan in the Edmondson Park area. Joseph Lycett, 1824. <http://handle.slv.vic.gov.au/10381/129410>

SOURCE 6



Liverpool, New South Wales, Joseph Lycett, 1824. Taken from a larger portfolio, *Views of Australia*, published by J. Souter, London, 1824. <http://handle.slv.vic.gov.au/10381/129728>



LESSON 2: Activity Sheet 3: Subdivisions – then and now

Background

The 1880s was a period of economic boom in Australia. An increase in the availability of foreign funds resulted in Australians receiving the highest incomes in the world during the late 19th century. By 1890, however, overseas investors began to withdraw investment because of poor returns. As a result, by 1890 Australia was in the throes of an economic depression.

During the boom of the 1880s, land speculation was rife and the building industry prospered. Across Sydney, large estates were subdivided for either residential or mixed farming purposes.

In the South West it was thought that the addition of a new station at Ingleburn would make the area surrounding Edmondson Park attractive to buyers. In 1883, Hosking's Estate appeared on the market. The land was part of a much larger parcel originally granted to James Meehan and sold to Samuel Terry in 1826. In 1884, Denham Court was subdivided for sale. In 1885, the Ingleburn Estate west of Bunbury-Curran Creek was purchased and divided. In 1889, Bernera, originally a grant of 1000 acres on the Bringelly Road north of Edmondson Park, was divided. In 1906, parts of Parker's Farm on the northern boundary of Edmondson Park, and parts of the Bostock property to the west were also sold off.

Despite aggressive advertising campaigns by auctioneers, land sales and subdivisions slowed after 1890. By the turn of the century, however, the market rallied. The *Closer Settlement Acts* passed by the New South Wales Parliament between 1901–1909 encouraged urban consolidation, particularly along transport routes and around railway stations. In 1908, a further portion of the old Meehan estate was subdivided and auctioned off as "Macquarie Fields Township".

During this period of significant change Edmondson Park remained relatively unchanged. Refer back to [Source 3 \(Activity Sheet 2: Edmondson Park's colonial past – source study\)](#). Any ideas why?

Examine the sources. All provide evidence about land development (subdivision and auctioning of land) on the boundaries of Edmondson Park in the 1880s and early 20th century.

Task

1. Locate information

In pairs, complete the [Worksheet: Comparing sources grid](#):

- type of source, time, creator
- name of estate and location
- landowner or vendor (where evident), auctioneers, surveyors
- price, terms of sale, audience or potential buyers
- use of the land (e.g. residential, farming).

WORKSHEET: Comparing sources grid

	Type of source, date, creator	Name of estate and location	Landowner, auctioneers, surveyors	Price of land, terms of sale, buyers	Proposed use of the land
SOURCE 1: Denham Court Estate					
SOURCE 2: Hoskings Estate Glenfield Park					
SOURCE 3: Macquarie Fields Township					
SOURCE 4: Bernera Farm Estate					

2. Discuss

In groups, discuss the following questions with reference to the following **Sources 1, 2, 3** and **4**. Support your ideas with evidence:

- What might entice a bidder to purchase one of these blocks? (Transport, cost, lifestyle, proximity to water?)
- Which blocks might have been seen as most desirable? Why?
- What does the size of the block reveal about the future uses of the land?
- What motives might a bidder have for purchasing a block? (Investment, residential, closeness to transport and/or work?)
- What types of dwellings were constructed on these blocks? (Were there any constraints of the type of dwelling that could be built?)
- What lifestyle image was on sale?

3. Comparing then and now

As a class discuss:

- What would the subdivision of formerly large estates like Denham Court and Macquarie Fields mean for locals in the short and long-term?
- How has the process of buying and selling land changed? How has it remained the same?

In pairs, construct a chart comparing land development (land sales and auctions) in 1880 with current approaches. Use the new Edmondson Park precinct as your point of comparison. You will need to decide on a set of comparative categories to assist with this task.

References: websites and resources

The following websites may assist with this task:

Information about the Edmondson Park is at:

<http://www.landcom.com.au/project/edmondson-park/>

<http://www.urbangrowth.nsw.gov.au/projects/edmondson-park>

To convert the purchase price of a block of land to its equivalent price today, refer to:

<http://www.nationalarchives.gov.uk/currency>

(The British Pound was the currency of Australia until 1910. Once you convert the purchase price you will need to convert to Australian dollars).

For an approximation of yearly incomes across a range of occupations in 1910, refer to:

<http://guides.slv.vic.gov.au/whatitcost/earnings>

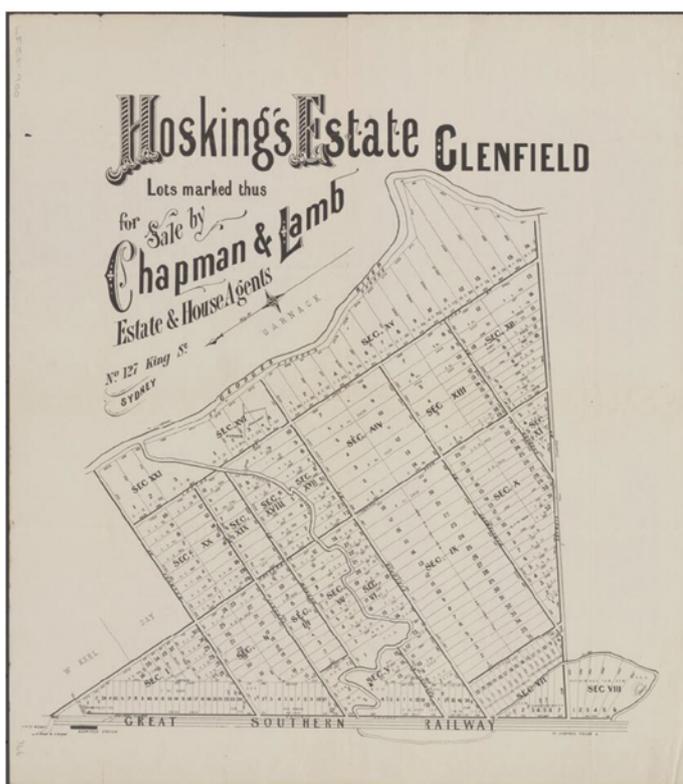
SOURCE 1



Denham Court, Plan 'A' For Sale by Public Auction on the Ground, Saturday, October 25, 1884.

<http://trove.nla.gov.au/work/35252687?q=finlay+and+co+auctioneers+goulburn&c=map&versionId=43820742>

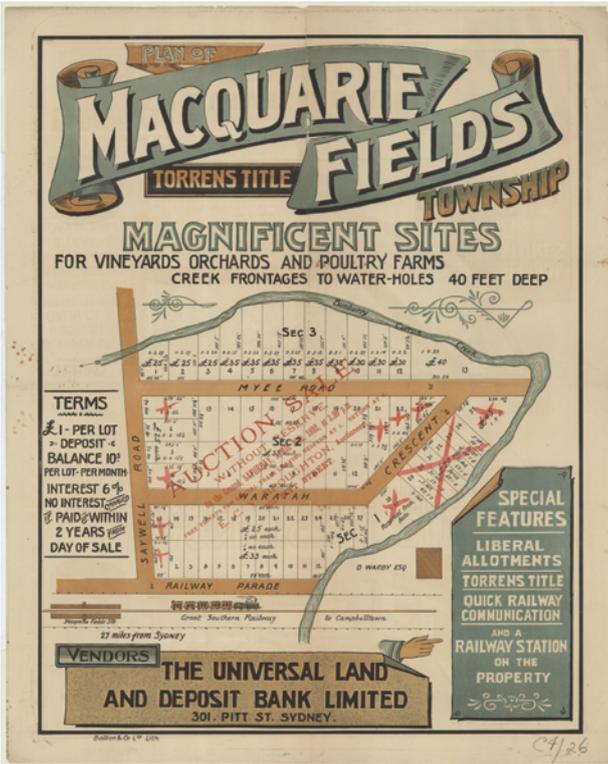
SOURCE 2



Hosking's Estate Glenfield Park lots marked for sale Chapman & Lamb Estate & house agents, dated 1880–1885.

<http://nla.gov.au/nla.obj-230191417/view>

SOURCE 3



Macquarie Fields Township for sale by public auction, 1908.

<http://acms.sl.nsw.gov.au/album/ItemViewer.aspx?itemid=1292582&suppress=N&imgindex=26>

SOURCE 4

POULTRY FARMS.
 etc., etc., etc.

THE BERNERA FARM ESTATE
 consists of about
 800 ACRES,
 three miles from the
 LIVERPOOL RAILWAY STATION,
 two miles from the
 OLENFIELD RAILWAY STATION,
 fronting
 COMPARTURE-ROAD, BRINGHELLY-ROAD,
 BERNERA-ROAD, &c., adjoining Captain Lyons' large
 estate, one mile nearer Liverpool than Herton Park, and
 bounded by Cabramatta Creek, just past the old Race
 Course.

Buy a 3-Acre Block at Bernera.
 Buy a 5-Acre Block at Bernera.
 Buy a 10-Acre Block at Bernera.

CHOICE OF TERMS TO BUYERS:
 1st.—10 per cent. deposit; 15 per cent. in 3 months, without
 interest, and the residue in cash on execution of transfer
 by the vendors.
 2nd.—10 per cent. deposit; 15 per cent. in 3 months, without
 interest, the balance in five equal yearly instalments at
 5 per cent. interest, with right to pay off at any time.
 NOTE.—The vendors will hand to each purchaser free of
 charge a transfer of title and bought by him.

TORRENS' ACT TITLE.
BERNERA ESTATE, LIVERPOOL.
 Splendid soil and good timber.
 Elevated and undulating land.
 Frontage to Cabramatta Creek.
 Good natural drainage.
 Good roads and municipal improvements.
 Abundance of water.

HARDIE and GORMAN (in conjunction with
 Messrs. Scriver and Son, Liverpool) have received
 instructions from Messrs. J. B. and C. B. Jones, to sell by
 public auction, at Liverpool, on the block of land, next to
 CLOKE'S HOTEL, at
 1.30 o'clock,
 On SATURDAY AFTERNOON, MAY 15,
 their well-known
BERNERA FARM ESTATE,
LIVERPOOL.
PLANS READY.
 Mr. F. H. REUSS, Jun., Surveyor to the Estate.
 Arrangements for inspection by RETALLACK'S VEHIC-
 LES as follows:—
WEDNESDAY, May 15th SATURDAY, May 15th
 from Liverpool Railway Station to the Estate
FREE OF EXPENSE.
NOTE.—On SATURDAY the COACH will meet the 1.30
 TRAIN from SYDNEY, and will proceed direct to the
 ESTATE.
NOTE.—The vendors have reserved several good sites for
 churches on the Estate.
 Send for Lithographs.
 Full particulars from the Auctioneers. Inspection in-
 vited.

The HOMESTEAD and about 50 ACRES can be
 purchased at ONE BID.
 Now is the time to purchase, not ALLOTMENTS but
 BLOCKS.
NOTE THE EASY TERMS and FREE TRANSFER.
TRAINS will leave SYDNEY STATION at 1.30 p.m. **FREE**
TICKETS at the Station.

FOR POSITIVE SALE.
WATSON'S BAY PROPERTIES.
 Lot 1.—VACANT BLOCK OF LAND, having 40ft. frontage to
 the SOUTH HEAD-ROAD by a depth of 100ft., adjoining
 Captain Cook's pavilion.
 Lot 2, adjoining Lot 1.—HAWTHORNE COTTAGE, sur-
 rounded by the residence of Mr. John Robertson,
 Captain Cook, and others. A substantial-built STONE
 COTTAGE RESIDENCE, containing 8 good rooms, good
 kitchen, &c., erected on BLOCK of about 400ft. by 100ft.,
 fronting South Head-road and road leading to Fortifica-
 tions.
 Lot 3.—A VALUABLE BLOCK OF LAND, having 40ft.

Lot 3.—A VALUABLE BLOCK OF LAND, having 40ft.
 frontage to the SOUTH HEAD-ROAD by a depth of
 100ft., adjoining the PIONEER BAKERY.
 Lots 1 and 2 can be sold together or separately if desired.
TITLE, FREEHOLD.
HARDIE and GORMAN have been instructed by
 Mr. J. W. C. Flower to sell by public auction, at their
 Sale Rooms, 133, Pitt-street, at 11.30 o'clock,
WEDNESDAY, MAY 22.
 The above-described properties at Watson's Bay, near
 the Gap, Recreation Ground, and sandy beaches.

**WEDNESDAY, 22nd MAY, AT THE
 ROOMS.**
IMPORTANT SALE OF BUILDING LANDS.
BY DE.
 On the BEACONSFIELD ESTATE, commanding fine river
 views, the Railway Bridge, &c.
 Sec. 1, Lots 14, 15, 16 } As per plan.
 Sec. 2, Lots 1, 2 } All splendid sites,
 with great depths, }
 Sec. 4, Lot 14 } close to the station of
 Sec. 7, Lot 12 } Hon. Henry Moses, M.L.C.

On the DEVLIN ESTATE,
 VILLAGE LOTS,
 Sec. II, Lots 1, 2, 3, 4, each 23 x 133,
 facing a Government road, good high land.

ST. LEONARDS,
 on the BERRY ESTATE, opposite the
CROWN KEOP.
 Sec. 1, Lots 9, 10, 11, 12, 13, as per plan. All splendid Lots
 that must become very valuable as business
 sites with the early opening of the railway.

AUCTION SALE in the ROOMS,
 at 11.30 o'clock,
WEDNESDAY, 22nd MAY.
HARDIE and GORMAN,
 133, PITT-STREET,
COOPER-STREET, PADDDINGTON,
 just off the Gleason-road, and commanding a
GOOD HARBOUR VIEW.

VILLA RESIDENCE, known as Myrtle, built of brick on
 stone, with slate roof, containing 6 rooms, kitchen, bath-
 room, pantry, &c., fitted verandah and balcony, cedar
 fittings and marble mantels throughout. The land, which
 is planted with choice flower and fruit gardens, has a
 frontage of 80ft. to Cooper-street, by about 300ft. Title,
 Torrens'.

HARDIE and GORMAN have received instructions
 to sell by public auction in the Rooms, 133, Pitt-street,
 at 11.30 o'clock, on
WEDNESDAY, MAY 22,
 The above-described property.

TERMS AT SALE.
ST. JAMES'S-ROAD, WAVERLEY,
 adjoining THE CENTENNIAL PARK.
 Lot 1. A TERRACE of FOUR W.B. COTTAGES, each con-
 taining Hall, 3 Rooms, Kitchen, and Washhouse; let at
 a week each. The LAND has a frontage of 50ft., by
 a depth of 50ft.
**TITLE, LEASEHOLD. Ground Rent, £12 10s per
 annum.**
 Lot 2. TWO PAIR of SEMI DETACHED and ONE DE-
 TACHED BRICK COTTAGES, each containing Hall, 3
 Rooms, Kitchen, Washhouse, Verandah, &c., pro-
 ducing £2 17s 6d a-week. The LAND has a frontage of
 78ft. 6in. by a depth of 50ft.
**TITLE, LEASEHOLD. GROUND RENT, £18 per
 annum.**

HARDIE and GORMAN have received instruc-
 tions to sell by public auction, in the Rooms, 133,
 Pitt-street, at 11.30 o'clock, on
WEDNESDAY, MAY 22nd.
 The above described properties, in ONE LOT or in
 TWO as advertised.
BY ORDER OF THE MORTGAGEE.
GOSFORD TO NEWCASTLE RAILWAY.
J. E. MANNING'S 125 ACRE GRANT,
 DORA CREEK,
 between Coorambie and Lake Macquarie.
PRELIMINARY INTIMATION.
HARDIE and GORMAN instructed by the

Bernera Farm Estate, Sydney Morning Herald, Wednesday, May 15, 1889, p.12.



LESSON 3: Changing environment and struggle for country

Inquiry questions

How did colonial settlement affect the Indigenous peoples of Sydney's South West and their environment?

What were the responses of Indigenous people to the arrival of European settlers and the changes to country that followed?

Lesson focus

This lesson focuses on the expansion of settlement in Sydney's South West and the effect on local Indigenous people. Students trace the expansion of European settlement, and describe its impact on the landscape and patterns of settlement. Students use a range of sources to describe contact experiences between European settlers and Indigenous people, and explore divergent cultural views about land and the environment.

Link to syllabus topic

Depth Study 2: Australia and Asia – Topic 2a: Making a Nation.

Syllabus outcomes

Students:

- explain and assess the historical forces and factors that shaped the modern world and Australia (HT5-1)
- explain and analyse the causes and effects of events and developments in the modern world and Australia (HT5-4)
- use relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia (HT5-6).

Historical inquiry skills

Analysis and use of sources (ACHHS170, ACHHS188) perspectives and interpretation (ACHHS172, 191); empathic understanding (ACHHS172, 173, 190) research (plan historical research to suit the purpose of an investigation).

Core concepts

Perspectives, cause and effect, change and continuity, empathic understanding, significance.

Learning across the curriculum

Aboriginal and Torres Strait Islander histories and cultures, sustainability, ethical understanding, intercultural understanding, difference and diversity.

Lesson requirements

- Computer and Internet connection.
- Activity Sheets 1, 2 and 3.

Note:

- There is variation in the spelling of the names of Aboriginal linguistic groups and individuals.
- The territorial boundaries of Aboriginal people in the South West were not rigid. Linguistic groups traversed large tracts of country, and gathered together for ceremonial and other purposes.
- Edmondson Park lies in Dharawal country. Archaeological distribution across the precinct is widespread with 28 locations containing material. Most sites/artefacts have been uncovered at ground surface along creek-lines and on surrounding flats.

Background**Aboriginal heritage: Edmondson Park**

The Tharawal Local Aboriginal Land Council and Cubbitch Barta Native Title Claimants have identified the Edmondson Park release area as having heritage value for Aboriginal people. The evidence documenting its significance is archaeological and archival, and indicates that the area is representative of a larger landscape used by local groups in the past rather than a collection of individual sites. Areas of interest lie in the upper reaches of Cabramatta Creek and Maxwell's Creek. Evidence also suggests that nearby Denham Court was frequented by Aboriginal people as a ceremonial site well into the 1850s.

Pre-1788

South West Sydney marks the meeting ground for a number of different Aboriginal language groups. Edmondson Park lies in this transitional area. These groups include:

- Darug woodland people located around South Creek and Nepean, and as far west as the Blue Mountains
- Gandangara mountain people located in the lower Blue Mountains to Nattai and Burrangorang Valley, and as far south as Goulburn
- Dharawal located south of Botany Bay to east of the Georges River around Holsworthy, and as far south as Jervis Bay. Dharawal people moved between Campbelltown, Liverpool, Camden and Picton
- Cabrogal located around Liverpool and Cabramatta.

Until 1795, the Georges River and its sandstone escarpments remained in the hands of Aboriginal people who were highly mobile, and used the river to travel considerable distances down to the Cooks River and then out to Botany Bay. The river facilitated large ceremonial and social gatherings, aided trade and was an important food source. In the escarpments overhanging the river, Aboriginal people made tools and camped.

Aboriginal people in Edmondson Park and the larger South West lived in small bands and extended family groups. They managed their environment using stone technology and seasonal burning of grasslands. Use of fire replenished the environment; it was a hunting strategy and maintained traditional pathways worn into the landscape over thousands of years of occupancy. They hunted wallaby, and harvested yams along the Georges River and its tributaries, which also provided waterfowl, fish, shellfish and eels. The land around the river and its tributaries provided water, food and shelter, and adjacent forests provided possums, kangaroos, wallabies, roots and berries.

On the grassy and wooded Cumberland Plain Aboriginal people occupied open campsites. Archaeological studies at Edmondson Park carried out in 2001 show that the artefacts and occupation sites uncovered were situated within the proximity of creeks. Waterways, such as Maxwell's Creek and Cabramatta Creek, provided local people with food and transport corridors to travel the country.

European arrival

When Europeans arrived in South West Sydney they encountered a landscape that had economic potential and was aesthetically pleasing. Open forest covered 30% of the ground surface. It reminded them of home and appeared ideal for raising cattle and growing grain. Their arrival brought considerable change to the lives of local people. With the imposition of the doctrine of terra nullius, land was systematically acquired and redistributed to settlers by the Crown. As elsewhere on the Cumberland Plain, this ignited tensions between Aboriginal people, settlers and colonial authorities. The acquisition of land also meant the loss of traditional hunting grounds and food sources. Relations between farmers and local people varied from the inquisitive to hostile. While the official policy was to gather information about what role Aboriginal people could play in the colony, in reality, colonial expansion resulted in conflict.

From 1801 onwards, tensions between settlers and Aboriginal people mounted across the Cumberland Plain. The clearing and fencing of land subsumed hunting and gathering grounds, and blocked Aboriginal groups from pathways and places of religious and

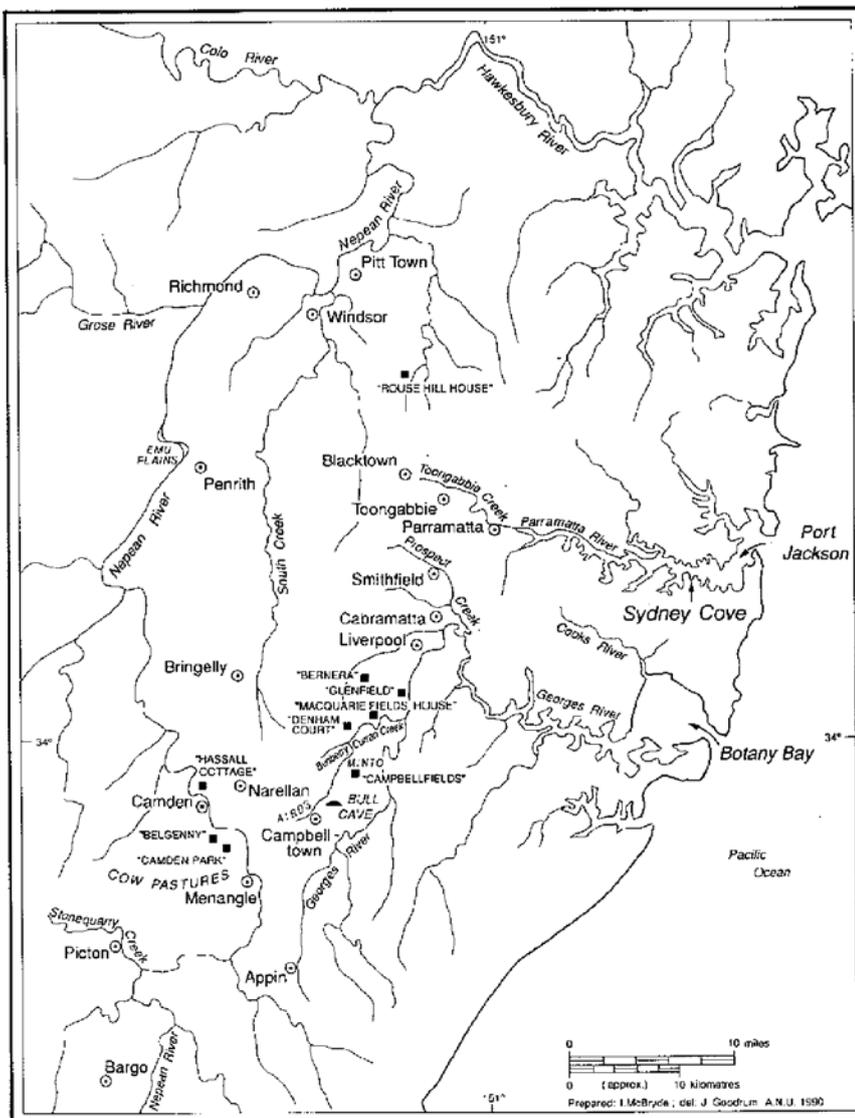


FIGURE 1: Map showing the extent of settlement on the Cumberland Plain in the early years of the colony. Note the concentration of large estates around the Edmondson Park area.

Source: Liston, C. (1988) "The Dharawal and Gandangara in colonial Campbelltown, New South Wales, 1788-1830", *Aboriginal History*, Vol. 12:1, p.48.

ceremonial significance. Kangaroos and small animals were driven away wherever crops were planted; two incompatible ecosystems were in competition for the same soil. However, settlement was relentless. The General Muster shows that by 1814 the district had 23 821 acres under cultivation and a population of 832. By the end of 1817, acreage had increased substantially and the population had risen to 1500.

Frontier conflict

In 1804 and 1805 soldiers were dispatched to Georges Hall to protect settlers. As traditional food resources dwindled, Aboriginal people turned to taking corn, sheep and cattle. Settlers viewed this as theft. They took punitive action and killed in retaliation. Drought exacerbated the situation. By 1814, relations had deteriorated and violence escalated. Settlers were alarmed as attacks in the Liverpool area increased, particularly around Bringelly, Airds and Appin. However, the violence continued.

In April 1816, Governor Macquarie mounted a punitive expedition to apprehend Aboriginal people in the southern districts because of continuing attacks on settlers. In June, Charles Throsby from Glenfield Farm wrote in defence of the accused. Throsby questioned the advisability of Macquarie's actions, arguing that attacks by Aborigines were retaliatory and connected to the murders of two Gandangara families, relatives of Bitugally and Yellooming in 1814. Local settlers John Warby and Hamilton Hume were in agreement.

Macquarie sent three detachments of soldiers into the field in an attempt to resolve the situation. Captain Schaw was sent to the Nepean, Grose and Hawkesbury rivers. Captain James Wallis was sent to Airds and Appin accompanied by John Warby, Bundle and Bunbury, both Dharawal men. Lt. Charles Dawe was sent to Cowpastures. Each carried a wanted list detailing the names of Aboriginal men accused of attacking settlers. Their orders were to capture or kill. Wallis marched from Glenfield to Appin searching the Georges River at Ingleburn for the wanted men. His search proved fruitless. On April 16, Wallis received news that a group of Aboriginal people had established camp on Broughton's farm near Appin. He arrived in the early hours of April 17. Finding the campsite deserted, Wallis widened his search to the Cataract Gorge. The confrontation that followed resulted in the massacre of men, women and children. The official number of dead was 14. Some Dharawal people were shot, others fell to their death while attempting to escape. Each year, Winga Myamly Reconciliation Group and the local Aboriginal community meet to remember the event and those who died on April 17, 1816.

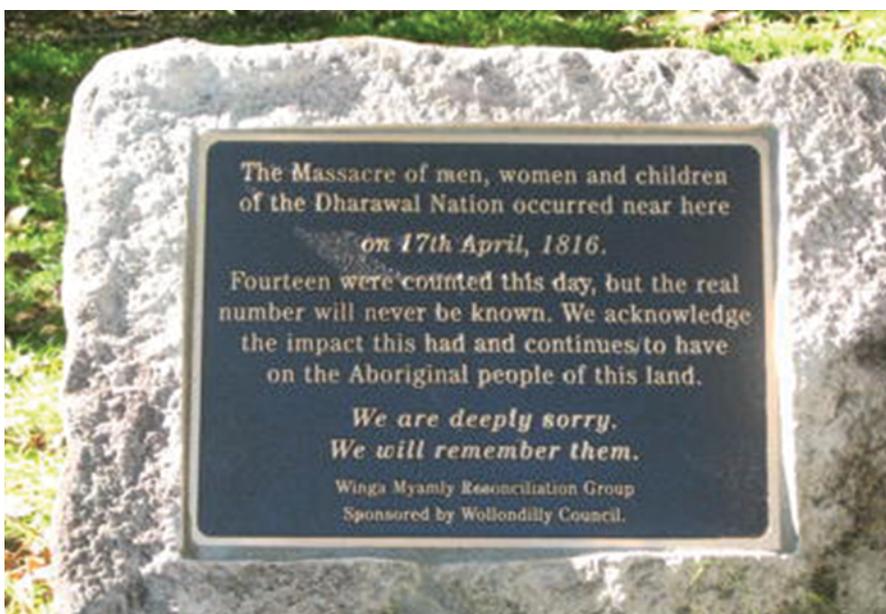


FIGURE 2:

Plaque to commemorate the massacre of Dhawaral men, women and children, Cataract Gorge, 1816.

Source: Stan Brabender Collection (Campbelltown City Library, Local Studies Collection)

In July 1816, Macquarie published a list of regulations that forbade gatherings of armed Aboriginal men near settlements. Days later another attack occurred at Bringelly. Troops scoured the area, but encountered no hostilities. In July 1816, Macquarie issued another proclamation proscribing or outlawing ten Aboriginal men including Yelooming. Settlers were also forbidden to offer sanctuary to friendly Aboriginal people unless they provided information about the whereabouts of the listed outlaws. This proclamation was withdrawn in November and replaced with the offer of an amnesty, the deadline for which was December 28; the proposed date of the Second Conference at Parramatta where Aboriginal leaders were expected to sue for peace and surrender arms.

Post-1816

Following the events of 1816, the Dhawaral remained south of the Nepean River at Cowpastures where the Macarthur family was a major landowner. They adapted and survived. Some sought places of safe refuge in secluded places along the Georges River. Others were taken under the protection of local landholders like Charles Throsby and William Cox. By the 1820s some of the Dhawaral people on the estate attended church and dressed in European clothing. Warfare and diseases including catarrh and influenza depleted their number. Some found employment reaping grain and husking maize.

Survival, however, proved difficult as settlers acquired more land. The Gandangara were still conducting initiations during the 1840s, and in the 1850 over 100 Aboriginal people from the district attended corroborees at Camden Park and Denham Court. In the 1850s the New South Wales government allocated reserves of Crown land for Aboriginal people. One was established at Holsworthy.

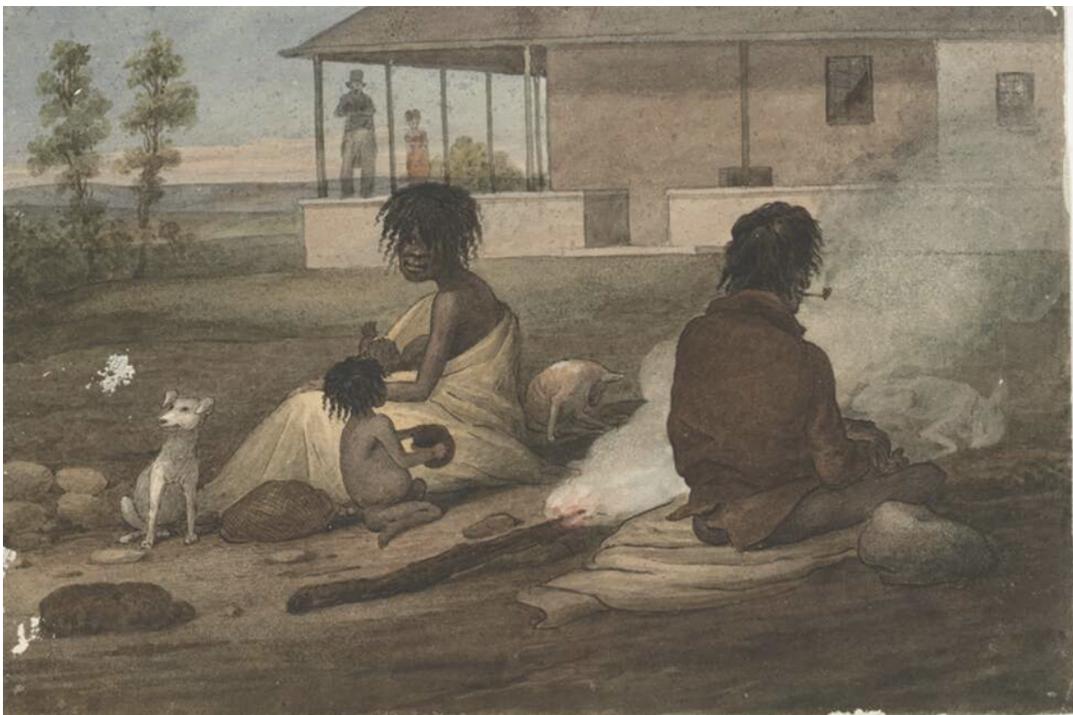


FIGURE 3:

Augustus Earle (1826) A native family of New South Wales sitting down on an English settlers' farm, possibly Charles Throsby's farm at Glenfield, National Library of Australia, <http://www.nla.gov.au/nla.obj-134500174>.

After 1816 many Aboriginal people sought protection on the properties of sympathetic settlers.



FIGURE 4:

Following the Appin Massacre, Aboriginal people found ways to adapt to and survive European settlement.

Liston, C. (1988) "The Dharawal and Gandangara in colonial Campbelltown, New South Wales, 1788–1830", Aboriginal History, Vol. 12:1, p.48.

The Georges River was a rich resource for the Dharawal, enabling them stay in contact with country. Jonathon Goggey and his descendants lived on land at Voyager Point, resumed in 1949 by the Commonwealth government to make way for a migrant hostel. Bidy Giles chose to travel. In the 1860s she lived near Holsworthy, acting as a guide for settlers who wanted to hunt or sightsee on the southern side of the river.

Lucy Leane held onto her country by buying it. Born in 1840 at Holsworthy, she married Englishman William Leane. They purchased land which was located upstream from Jonathon Goggey and built a successful farm on 33.2 hectares. Two of their children married local Italian farmers. The Leane and Passanisi farms were resumed for military purposes 1912, and the Leane family moved onto Jonathon Goggey's land at Voyager Point. Members of the Leane family continue to live in the Liverpool and Holsworthy areas.

During the period of colonial expansion some settlers formed close connections with the local people. Dharawal men accompanied Charles Throsby on his exploration of the Southern Highlands. Hamilton Hume and his brother John acknowledged Dharawal understanding of the country, taking Duall, a Dharawal man, as a guide on their first exploratory trip south.

According to the 2011 Australian Census, over 7000 Aboriginal and Torres Strait Peoples live in the Liverpool City Council and Campbelltown City Council local government areas. They represent diverse nations: Dharawal, Gandangara, Darug, Wiradjuri, Gamileroi, Yorta Yorta, Gumbaynggirr, Yuin and Ngunawal, some from other states and the Torres Strait.

Thawaral (aka Dhawaral) and Gandangara men

Gogy

Gogy was the best known of the early Dhawaral men. His first European acquaintance was John Warby. According to historian Carol Liston, Ensign Francis Barrallier used him as a guide in his search for a way over the Blue Mountains in 1802. Barrallier recorded that Gogy had been shunned by his clan for a killing and took refuge in the south. In 1805, he faced Bennelong and Nanberry in an ordeal of ritual spearing to atone for another killing.

Gogy was known to Macquarie, who met him on his first trip to Cowpastures in 1810. During the conflict of 1816 Gogy, his family and other Dhawaral, sought refuge on Charles Throsby's Glenfield property. He surrendered his weapons in response to Macquarie's 1816 Proclamation forbidding armed gatherings of Aboriginal people. Gogy, "King of the Georges River", received a gorget medallion. He disappeared from the colonial records after 1820.

Bundle

Bundle was a notable Dharawal warrior. His first appearance was at Parramatta in 1809 in the company of Tedbury, son of Pemulwuy. Both Tedbury and Pemulwuy were Bidjigal resisters to European settlement. Their country lay in Sydney's North West around Toongabbie and Castle Hill. In April 1816, Bundle acted as an unwilling Dharawal guide who accompanied John Warby and Captain James Wallis in their search for Aboriginal "outlaws". Aided by Warby, Bundle managed to escape. In March 1818, Bundle acted as a guide for Meehan, Throsby and Hume on their search for an overland route to Jervis Bay.

Budbury

Budbury was also an unwilling Dharawal guide for Wallis's punitive expedition against the Cowpastures tribe. Like Bundle, he fled the expedition, again with the assistance of Warby. By 1821, he was regarded by Europeans as leader of the Cowpastures people, and identified with the Macarthur's and Camden Estates. Camden Estate records indicate that he was baptised in the 1840s under the name John Budberry. He appears on the electoral roll of 1859 as a labourer on the Macarthur Estate.

Duall

Duall was Hamilton Hume's Dhawaral guide on his journey south to Berrima in 1814. During Macquarie's punitive expedition of 1816 he sought refuge at the farm of John Kennedy, but was captured by soldiers. He was also later arrested and purportedly sentenced to seven years transportation to Van Dieman's Land for encouraging the Dharawal to rob settlers. However, a Dharawal man known as Duall guided Charles Throsby across the mountains from Wingecarribee to Bathurst in 1819, and also guided Hume and Kennedy to Lake Bathurst and the Shoalhaven in 1821. On Throsby's recommendation he was given an inscribed medallion for services to explorers. He was listed on the return of the Cowpastures Aboriginal census of 1833.

Bitugally

Bitugally was a Gandangara man. Settlers allegedly murdered his wife and children in retaliation for the killing of a member of the Veteran Corps in May 1814. The murders were brutal and the bodies of the victims were left in the open for their families to discover. The incident simmered and flared into outright violence between Aboriginal and European settlers with the death of a settler's children at Bringelly later that year. An armed party set out to apprehend Bitugally. He was declared an outlaw by Macquarie in 1814, a charge repeated in 1816. Bitugally sought refuge at Kennedy's Appin farm. Despite efforts by Kennedy and Hume to convince Wallis and his soldiers that he was not hostile to settlers, Bitugally disappeared from the colonial records around this time.

Yellooming

Yellooming's story parallels that of Bitugally. Settlers had killed his child, and he was declared an outlaw in 1814 and again in 1816. He was in the company of Bitugally at Kennedy's farm, Appin. He disappeared from the historical record in 1816.

Aboriginal places of significance

- Broughton Pass Appin – site of the Appin Massacre.
- Bull Cave Minto Heights – site of a cave painting depicting animals resembling bulls, possibly the progeny of cattle from the First Fleet that escaped in 1778 and were later found at Cowpastures.
- Cubbitch Barta National Estate Area – significant area with over 500 sites including rock paintings and drawings, open scatters of artefacts, grinding grooves and scarred trees. The area offers a glimpse into Aboriginal relations with the land prior to the arrival of Europeans.
- Collingwood Precinct – high ground of the precinct has special significance for the Aboriginal community. It was a meeting place for the Dharawal and Gandangara people prior to colonisation, and also the site of conflict between Aboriginal people and early settlers. Parts of the precinct were registered as a declared Aboriginal place on the Aboriginal Places Register, 2009.

References: websites and resources

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Lesson Steps

Step 1: Aboriginal and Torres Strait Islander people in the South West today

- Teacher provides an overview of Aboriginal communities living in the South West: population numbers and profile; Indigenous nations represented; local land councils; organisations and associations; cultural groups; celebrations and activities; and contribution to regional identity. Data available at NSW Office of Communities Aboriginal Affairs <http://www.aboriginalaffairs.nsw.gov.au/pdfs/profiles/region/South-West-Sydney.pdf>

Step 2: Aboriginal heritage

- In groups, students research Liverpool City Council and Campbelltown City Council websites and compile a list of cultural days of significance for Aboriginal people and Torres Strait Islander communities in the South West. Information available at Liverpool City Council: <http://www.liverpool.nsw.gov.au/community/our-community/aboriginal-people>. Campbelltown City Council: <http://www.campbelltown.nsw.gov.au/RSF/ServicesandFacilities/CommunityServicesandPrograms/Programssuitableforyou/AboriginalandTorresStraitIslander>
- Teacher compiles a list of significant days using students' research findings, and discusses what these occasions reveal about Aboriginal history, culture and achievements within and beyond the region.
- Teacher explains to students:
 - in 1996 the New South Wales State Government broadened its heritage brief to include items and places of significance to Aboriginal people
 - definition of heritage – New South Wales Office of Environment and Heritage includes places and objects that contribute to the story of Aboriginal people in New South Wales; places and items that are important to local Aboriginal communities; natural features, ceremonial or story sites or areas of contemporary significance. For further information refer to <http://www.environment.nsw.gov.au/topics/aboriginal-cultural-heritage>
- Students return to Liverpool City Council and Campbelltown City Council websites and research the following sites and noting their heritage value:
 - Broughton Pass – Appin
 - Bull Cave – Minto Heights
 - Collingwood Precinct – Liverpool.
- Students use **Activity Sheet 1: Aboriginal heritage in South West Sydney: the Cubbitch Barta National Estate Area** to investigate the heritage value of this site for the Dharawal.

Step 3: Pre-1788

- Teacher projects the Aboriginal Australia map:
 - focuses on and magnifies the South West Sydney region
 - locates the three major language groups that occupied the region in 1788: Darug, Dhawaral and Gandangara, and notes the Cabrogal in the vicinity of Cabramatta.

Map available at the Australian Institute of Aboriginal and Torres Strait Islander Studies: <http://aiatsis.gov.au/explore/articles/aboriginal-australia-map>. Students may be interested in AustLANG. This resource is available on the Australian Institute of Aboriginal and Torres Strait Islander Studies website. It provides information about Indigenous languages groups. Search for the Darug, Dharawal and Gandangara. Available at: <http://austlang.aiatsis.gov.au/main.php>.

- Teacher:
 - outlines features of traditional life using the background information provided in this lesson
 - highlights evidence documenting Aboriginal occupation of the South West and Edmondson Park area
- Students complete **Activity Sheet 2: Traditional life and activities on the South West Cumberland Plain**.

Step 4: European Settlement

- Teacher reviews the early colonial settlement of Sydney's South West noting: the alienation and clearing of woodland and remaking of the environment for agricultural purposes (**Lesson 2, Activity Sheet 2: Edmondson Park's colonial past – source study**).
- In pairs, students list key changes brought to the environment by European settlement as shown in Lycett's images of "Raby Farm" and "Liverpool". List may include: fencing; deforestation, clearing of land adjacent to waterways, introduction of hoofed animals, clearing and planting of crops.
- In pairs, students complete **Activity Sheet 3: Environmental change, effect and consequences**.

Step 5: Frontier conflict

- Teacher shows students ABC News Report, "Push for recognition of the Appin Massacre", November 8, 2010. Available at: <http://youtu.be/C3hQ5R-pDjA>
- Students make brief notes about the event and its significance for local people.
- Teacher provides an overview of early contact history in the South West, focusing on the causes of frontier hostilities, events leading up to Macquarie's punitive expeditions of 1814 and 1816, and the sequence of events leading to and resulting in the Appin Massacre.
- Teacher explains that settlers in the South West displayed differing attitudes from those of the local people, and held differing views about the reasons behind the escalation of frontier violence. Teacher notes that individuals like Charles Throsby, Hamilton Hume and John Warby were aware of the brutal activities of some settlers, and understood why Dharawal and Gandangara men took retaliatory action.
- Students research the background and events leading up to the Appin Massacre and complete **Activity Sheet 4: Frontier conflict: Events leading to the Appin Massacre**.

Step 6: Post-1816

- Teacher and students read Macquarie's Proclamation, November 1816 offering an amnesty to proscribed "natives" in return for the surrender of arms. The Proclamation also threatened the imposition of punitive measures for further acts of violence. The Proclamation was published in the *Sydney Gazette and New South Wales Advertiser*, Saturday November 16, 1816. Available at the National Library of Australia: <http://trove.nla.gov.au/newspaper/article/2176900?searchTerm=2176900&searchLimits=>
- In pairs, students discuss the possible impact on the Proclamation on the Dharawal and Gandangara.
- Teacher explains that following Macquarie's Proclamation Aboriginal people sought refuge with settlers who were sympathetic to their situation.
- Teacher projects images of Dharawal and Gandangara people living in campsites on settlers' farms. Class discusses what these images reveal about the response of both groups to settlement, conflict, government intervention and Macquarie's November proclamation. Images are included in "**Background**" – refer to **Figures 3** and **4**.
- Teacher explains the different ways that Aboriginal people were able to survive and adapt to the changing environment on the South West Cumberland Plain.



LESSON 3: Activity Sheet 1: Aboriginal heritage in South West Sydney: the Cubbitch Barta National Estate Area

Background

For Indigenous Australians, connection with country is central to their identity and attachment to place. As such, Cubbitch Barta National Estate Area has special significance for the Dharawal people. Because of its cultural and natural heritage, the Cubbitch Barta National Estate Area was placed on the Register of the National Estate in October 1998 following the outcome of an environmental impact study for the proposed Sydney Airport in 1996.

SOURCE 1

Cubbitch Barta National Estate Area, Holsworthy Military Reserve.

“The Cubbitch Barta National Estate Area is highly valued by members of the Tharawal Local Aboriginal Land Council and the Dharawal people for its symbolic, cultural, educational and social associations. Numerous Aboriginal sites provide a glimpse of the relationship between people and the land prior to 1788. The sites’ and the area’s long-term and more recent connections with Aboriginal people combine to form a landscape of great significance for its Indigenous heritage. The Aboriginal cultural landscape of the area reflects the past lifestyle of Aboriginal people in this region and its preservation enables Aboriginal people to maintain cultural links to the area. These connections with the past are particularly important, because Aboriginal people in this part of Australia were among the earliest impacted by European settlement of this continent and their culture has since been disrupted by war, disease and urban development.

“Over 530 sites are known from the area and a further 509 potential archaeological sites have been documented. It is highly likely that the area contains many hundreds more sites. Sites include rock paintings and drawings, engravings, open scatters of artifacts, grinding grooves and scarred trees. The survival of a significant number of scarred trees within the area is important, as this is a rare type of site within the Sydney Basin. The preservation within the area of scarred trees, open artifact scatters and archaeological sites in particular, offer considerable potential for further developing a picture of day-to-day activities of Aboriginal people in the Sydney Basin prior to 1788.

“The Georges River, which bounds the National Estate area on the west and is close to the north, has been identified as an important north-south Aboriginal cultural boundary within the Sydney Basin. The cultural landscape of the National Estate area...[is] characterised by the presence of a number of distinctive traits within the art and by complex analyses that show that the art sites of this region are significantly different from those north of the Georges River...

“In this region, it is uncommon to have such a landscape preserved in this way and particularly important, as knowledge of local groups from ethnohistory is often incomplete and problematic. The rich collection of more than 300 rock art sites within the area is regionally significant as a group in the Sydney Basin and representative of rock art south of the Georges River...

“Cubbitch Barta National Estate Area is important as an illustration of a landscape in which changes in the relationship between Aboriginal people and early settlers took place. The area is associated with Governor Macquarie’s war against the Aboriginal people of the Liverpool, Campbelltown and Appin areas from April to November 1816. Despite efforts to move Indigenous people away from this country, documentation indicates Aboriginal people were still visiting sites within the area in the 1830s.”

Source: Review of the Conservation Values of Commonwealth land in Western Sydney, *Department of the Environment and Heritage, 2004, p18* (<https://www.environment.gov.au/system/files/resources/bdc17715-e075-46a2-88b5-3c0e25b7ccd4/files/western-sydney-review.pdf>).

SOURCE 2

Georges River catchment showing the Cubbitch Barta National Estate Area (Military Reserve)



The Holsworthy military area contains the Cubbitch Barta National Estate Area. It covers 18,000 hectares of the Woronora Plateau, 30 km south-west of Sydney. It is regarded as a significant cultural and natural landscape that demonstrates relationships over time between the environment and human occupation.
 Copyright © Office of Environment and Heritage.

SOURCE 3

Cliff Foley underlines the uniqueness of the Cubbitch Barta National Estate Area.

“Those sites are still untouched. We talk about our old people. Their tools and their materials for doing business are still there; they are still in the shelters. Our old people put them away and they are still where they placed them. There is nothing else like that in Sydney...90 per cent of the stuff out there is untouched...Charlie [Mundine] and I come from the north coast around Goombangaree country, but this place so close to Sydney is incredible. It is within our boundary and it is part of our responsibility as an Aboriginal land council to ensure that area of significance and importance to our people is looked after and to provide the opportunity to explain that to the broader public.”

Evidence given by Cliff Foley, chairperson, Tharawal Land Council, Minutes of Evidence, Joint Committee of Public Works, December 12, 2005, (<http://parlinfo.aph.gov.au/parlInfo/search/display/display.w3p;query=Id%3A%22committees%2Fcommjnt%2F8900%2F0004%22>) as quoted in Goodall, H. & Cadzow, A. (2009) Rivers and Resilience: Aboriginal People on the Sydney's Georges River, University of New South Wales Press, p. 283.

Task

1. Study **Source 2**. Where is the Cubbitch Barta National Estate Area located?
2. Using the information provided in **Sources 1** and **2**, describe the natural environment of the Cubbitch Barta National Estate Area. Focus on the Georges River, waterways, reserves and forests. What do they suggest about the resources available to Dharawal people pre-1788, and about their quality of life?
3. Using the information provided in **Source 1**, list the archaeological features of the site. What evidence do these features offer about the cultural landscape? (how people lived, used the land, what people believed, how they acted and what they regarded as important in their lives and daily activities) of the South West prior to the arrival of Europeans?
4. Why is it “uncommon to have such a landscape preserved in this way”? (Think about its location.)
5. Using **Sources 1** and **3** outline reasons for regarding the Cubbitch Barta National Estate Area as having significant heritage value for the Dharawal people of South West Sydney.
6. What does the site reveal about the history of the South West following the arrival of European settlers?
7. Using **Sources 1, 2** and **3** write a short paragraph outlining why the Cubbitch Barta site is listed on the Register of the National Estate.

References: websites and resources

For an overview of Australian Indigenous cultural heritage refer to:

Australian Government: <http://www.australia.gov.au/about-australia/australian-story/austn-indigenous-cultural-heritage>

Australian Government Department of the Environment: <http://www.environment.gov.au/heritage/about/indigenous-heritage>

Tharawal Land Council: <http://www.tharawal.com.au/who-we-are>

A history of Aboriginal Sydney: <http://www.historyofaboriginalsydney.edu.au/south-west/gandangara-local-aboriginal-land-council-office-liverpool>



LESSON 3: Activity Sheet 2: Traditional life and activities on the South West Cumberland Plain

Background

Until 1795, the Georges River and its sandstone escarpments remained in the hands of Aboriginal people who were highly mobile and used the river to travel considerable distances down to the Cooks River and then out to Botany Bay. The river facilitated large ceremonial and social gatherings, aided trade and was an important food source. In the escarpments overhanging the river, Aboriginal people made tools and camped.

Aboriginal people in Edmondson Park and the larger South West lived in small bands and extended family groups. They managed their environment using stone technology and seasonal burning of grasslands. Use of fire replenished the environment, was a hunting strategy, and maintained traditional pathways worn into the landscape over thousands of years of occupancy. They hunted wallaby, and harvested yams along the Georges River and its tributaries, which also provided waterfowl, fish, shellfish and eels. The land around the river and its tributaries provided water, food and shelter, and adjacent forests provided possums, kangaroos, wallabies, roots and berries.

On the grassy and wooded Cumberland Plain, Aboriginal people occupied open campsites. Archaeological studies at Edmondson Park carried out in 2001 show that the artefacts and occupation sites uncovered were situated within the proximity of creeks. Waterways, such as Maxwell's Creek and Cabramatta Creek, provided local people with food and transport corridors to travel the country.

When the Europeans arrived in the South West the area was in its natural state. Land near Liverpool was generally open forest, covering 30 percent of the ground surface with grasses below.

Part A. The environment

SOURCE 1

Cumberland Plain Woodland

Fertile shale plains woodland once covered the Cumberland Plain. Its appearance was park-like with large tree species such as the grey box, forest red gum and spotted gum sheltering an underlayer of shrubs and grasses. It was well adapted to drought and fire. Evidence suggests that Aboriginal people used fire to stimulate the growth of food plants such as tubers. Clearing the woodland for farming and grazing destroyed the natural habitat of native flora and fauna and encouraged the spread of exotic tree, plant and animals (Information, National Parks and Wildlife Service).

Adapted from Cumberland Plain Woodland in the Sydney Basin Bioregion – profile. NSW Government Office of Environment and Heritage. <http://www.environment.nsw.gov.au/ThreatenedSpeciesApp/profile.aspx?id=10191>

SOURCE 2



Cumberland Plain Woodland vegetation.

Part B. Connection with country

SOURCE 3



Joseph Lycett (1817) Aborigines using fire to hunt kangaroos.

Source: "Drawings of Aborigines and scenery, New South Wales" ca.1820, National Library of Australia.

SOURCE 4



Joseph Lycett (ca.1820) Aborigines climbing trees by cutting steps in the trunk.

Source: "Drawings of Aborigines and scenery, New South Wales" ca.1820, National Library of Australia.

SOURCE 5



Joseph Lycett (1817) Corroboree.

Source: "Drawings of Aborigines and scenery, New South Wales" ca.1820, National Library of Australia.

SOURCE 6



Joseph Lycett (1817) Aborigines hunting waterbirds.

Source: "Drawings of Aborigines and scenery, New South Wales" ca.1820, National Library of Australia.

SOURCE 7



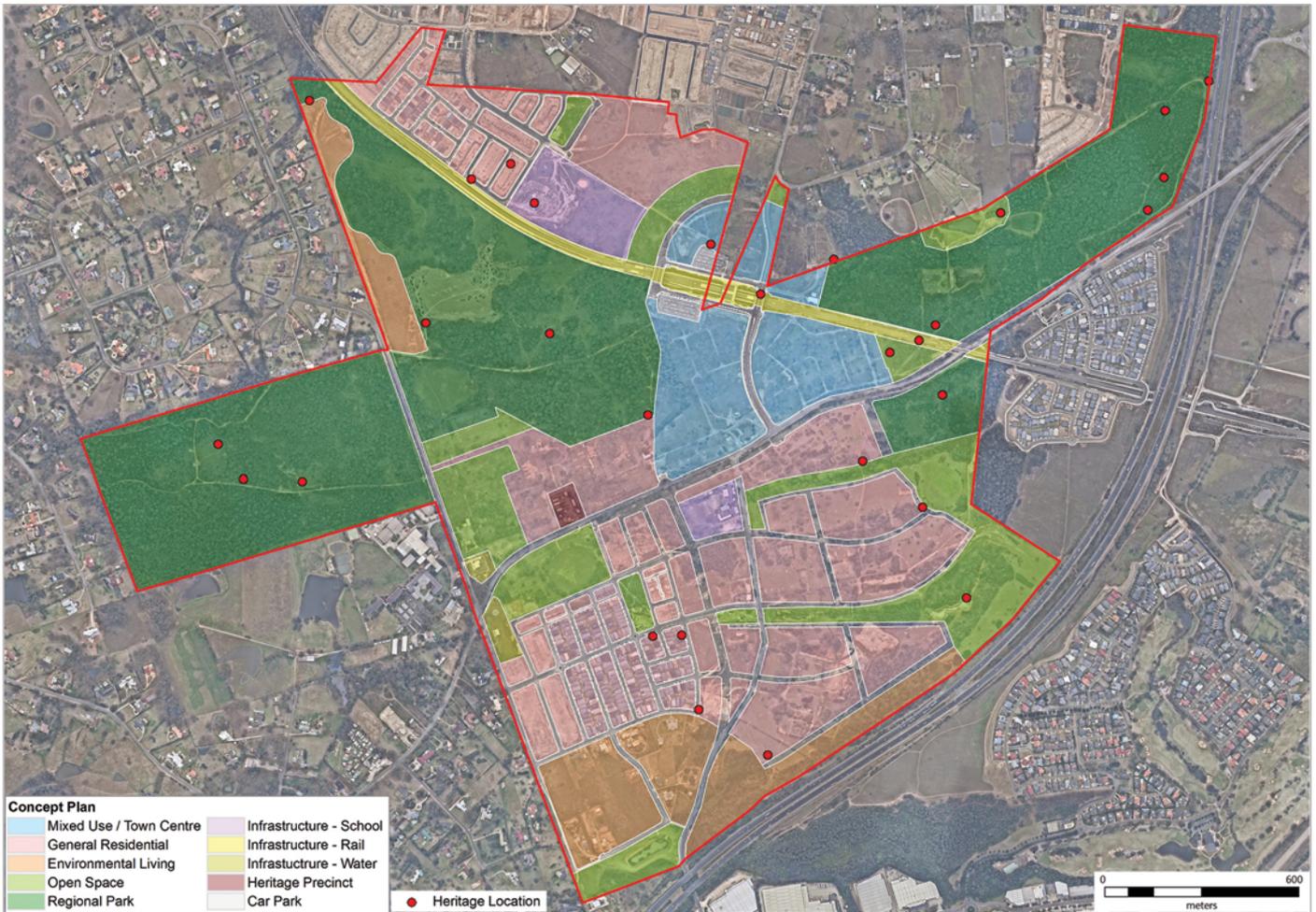
Joseph Lycett, Aboriginal people fishing at night.

Source: "Drawings of Aborigines and scenery, New South Wales" ca.1820, National Library of Australia.

Part C. Edmondson Park: Protecting Aboriginal Heritage

SOURCE 8

Evidence of Aboriginal heritage



Map of Edmondson Park showing sites where evidence has been found of past Aboriginal activity and occupation.

Task

Part A. The environment

1. Examine **Sources 1 to 7**. List the key features of the environment.
2. How essential was the Cumberland Woodland to the activities and survival of the Dharawal and Gandangara?
3. What evidence does **Source 3** provide about Aboriginal ways of managing the environment?
4. Explain the benefits of managing the environment in this ways?
5. What areas would have been most affected by Aboriginal management? Explain your response.
6. With reference to **Sources 6 and 7**, explain why the Georges River was so important in the lives of the local people.

Part B. Connection with country

1. Examine **Sources 4 to 7**. All these sources depict activities that connected the Dhawaral and Gandangara to the land in terms of livelihood, social need, spirituality and responsibility for country. Describe these activities.
2. How did Aboriginal groups move through the landscape? What paths did they take and what areas did they cover? Why was travel important in sustaining their way of life?

Part C. Edmondson Park: Protecting Aboriginal heritage

Archaeological finds made in Edmondson Park and Edmondson Park South have been found along creeks and adjacent banks. Indeed the archaeology of the area is the story of Aboriginal culture and creek catchments. Evidence suggests that waterways such as Maxwell's Creek and Cabramatta Creek provided local Dhawaral people with food, occupation sites and transport corridors to travel the country.

Examine **Source 8**. This is a map of Edmondson Park South. The red spots indicate where archaeological material has been found.

1. What measures have been taken to protect these sites? Why?
(Consider the importance of future access to these sites and their fragility)



LESSON 3: Activity Sheet 3: Environment change, effect and consequences

FIGURE 1



By 1820 much of South West Sydney's woodlands were being cleared and fenced by settlers.

Edward Charles Close (ca.1817) "New South Wales Sketchbook". Mitchell Library, State Library of New South Wales.

Task

Complete the [Worksheet: Environmental Change, Effect and Consequence](#).

Instructions:

In each of the **environmental change** boxes is an activity undertaken by European settlers that altered the landscape of Sydney's South West, and changed the ways in which Aboriginal people used, managed and related to their country.

In the corresponding **effect** box describe the impact that this change had on the traditional lives and activities of Aboriginal people.

In the **consequences** box, list what you think have been the short- and long-term consequences of European settlement for Aboriginal people in the South West.

WORKSHEET: Environmental change, effect and consequences**ENVIRONMENTAL CHANGE****EFFECT**

1. FELLING FORESTS

2. CLEARING GRASSLANDS

3. FENCING LAND

4. INTRODUCTION OF
SHEEP AND CATTLE

5. CLEARING OF LAND ADJACENT
TO RIVERBANKS AND CREEKS

CONSEQUENCES:



LESSON 3: Activity Sheet 4: Frontier conflict: Events leading to the Appin Massacre

Background

In April 1816, Macquarie mounted a punitive expedition to apprehend Aboriginal people in the southern districts because of continuing attacks on settlers. He sent three detachments of soldiers into the field in an attempt to resolve the situation. Captain Schaw was sent to the Nepean, Grose and Hawkesbury rivers; Captain James Wallis was sent to Airds and Appin accompanied by John Warby, and Bundle and Bunbury, both Dharawal men. Lt. Charles Dawe was sent to Cowpastures. Each carried a “wanted” list, detailing the names of Aboriginal men accused of attacking settlers. Their orders were to capture or kill. On April 16, Wallis received news that a group of Aboriginal people had established camp on Broughton’s farm near Appin. He arrived in the early hours of the morning, April 17. Finding the campsite deserted, Wallis widened his search to the Cataract Gorge. The confrontation that followed resulted in the massacre of men, women and children. The official number of dead was stated as 14. Some Dharawal people were shot, others fell to their death while attempting to escape. Each year, Wunga Myamly Reconciliation Group and the local Aboriginal community meet to remember the event and those who died on April 17, 1816.

Task

1. You are to research the Appin Massacre. Use the following questions to guide your research:
 - What events led to Macquarie’s punitive expedition against the Dhawaral and Gandangara?
 - What events occurred after Captain James Wallis arrived in the Airds and Appin areas?
 - What were the immediate events that resulted in the massacre Aboriginal men, women and children at Cataract Gorge in the early hours of April 17, 1816?
 - Include in your coverage the names of key individuals involved.
2. You are to report your research findings by completing the **Worksheet: Sequence chain – Appin Massacre**. To do this you must:
 - have information about where the massacre occurred and when
 - be able to list the individuals and groups involved
 - select six events that you think are essential in relating the history of the Appin Massacre. These events are to be presented in chronological sequence.
3. Think carefully about why you chose these particular events. Explain your choices in the space below.

4. What do the events of the Appin massacre reveal about the causes and effects of conflict on the South West Cumberland Plain?

References: websites and resources

Aboriginal people of Liverpool, Liverpool City Council at:

<http://www.liverpool.nsw.gov.au/community/our-community/aboriginal-people>

Aboriginal people on Sydney's Georges River from 1820, Dictionary of Sydney at:

http://www.dictionaryofsydney.org/entry/aboriginal_people_on_sydney's_georges_river_from_1820

Appin Massacre, Dictionary of Sydney at:

http://www.dictionaryofsydney.org/entry/appin_massacre

Brook J. & Kohen J.L. (1991) "1788–1816: The Culture Clash", *The Parramatta Native Institute and Black Town: A History*, New South Wales University Press, Sydney pp. 8–36.

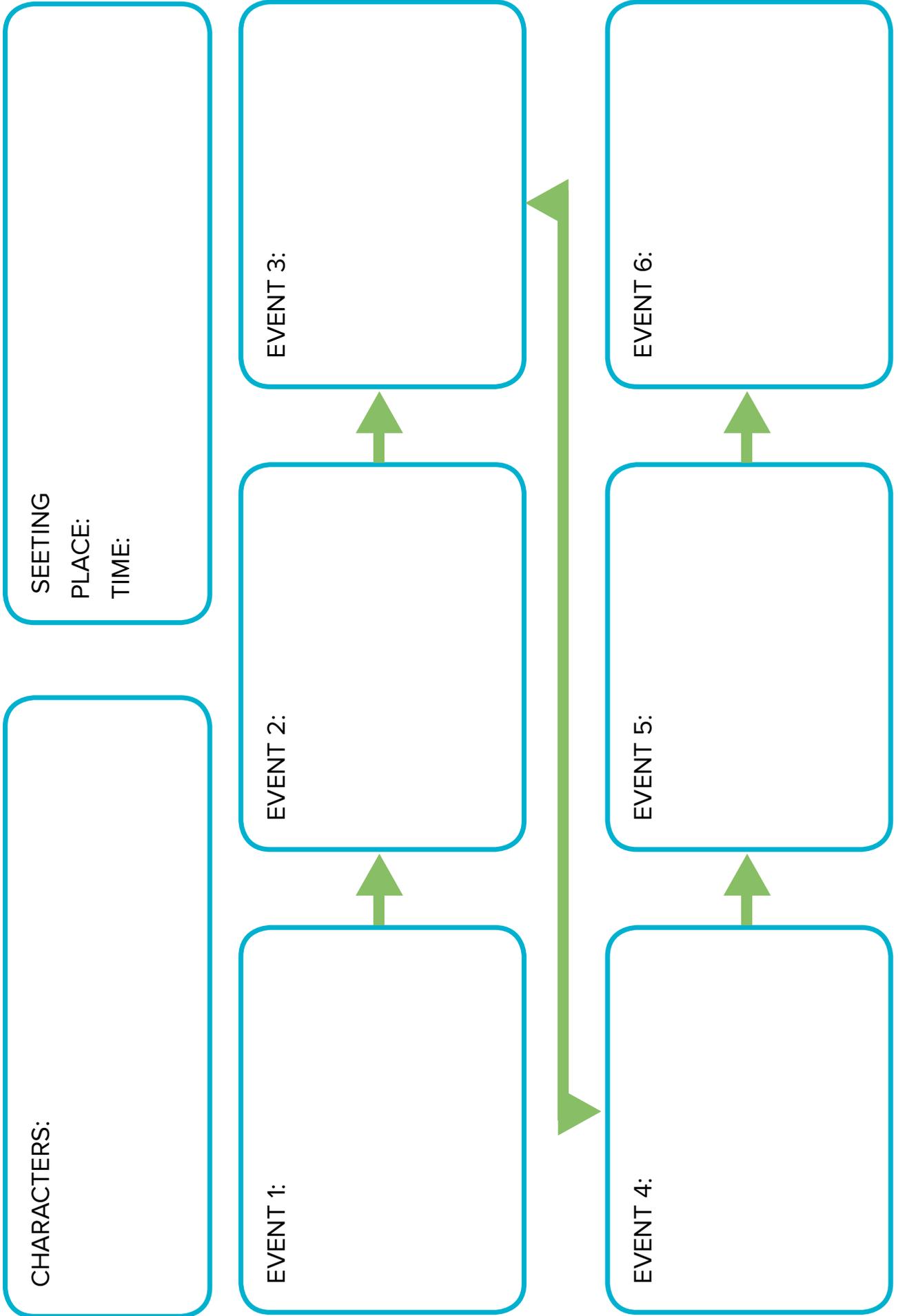
Karskens, G. (2010) *The colony: A history of early Sydney*. Allen and Unwin, Sydney, pp. 503–514.

Goodhall, H. & Cadzow, A. (2009) *Rivers of resilience: Aboriginal people on Sydney's Georges River*, University of New South Wales Press, Sydney.

Liston, C. (1988) "The Dharawal and Gandangara in colonial Campbelltown, 1788–1830", *Aboriginal History*, Volume 12, 1988, pp. 48–62.

WORKSHEET: Sequence chain – Appin Massacre

SEQUENCE CHAIN – APPIN MASSACRE





LESSON 4: The Australian Army at Ingleburn

Inquiry questions

What significant events, groups and individuals have been associated with the Ingleburn Army Camp?

In what ways has the Ingleburn Army Camp shaped the identity of the Edmondson Park area and its community?

How does the Ingleburn Military Heritage Precinct reflect and commemorate Australia's involvement in international conflicts?

Lesson focus

This lesson examines the changes in the Edmondson Park area post-1900, establishment of the Ingleburn Army Camp in 1939, international conflicts in which battalions that trained and stationed at Ingleburn were involved, individuals associated with these conflicts, and the ways in which the Ingleburn Military Heritage Precinct commemorates the contribution of the armed forces to the nation.

Link to syllabus topic

Core Study – Depth Study 3: Australians at War: World Wars I and II (1914–1918, 1939–1945).

Syllabus outcomes

Students:

- explain and assess the historical forces that shaped the modern world and Australia (HT5-1)
- explain and analyse the causes and effects of events and developments in the modern world and Australia (HT5-4)
- use relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia (HT5-6)
- select and use appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences (HT5-10).

History inquiry skills

Comprehension: chronological terms and concepts; analysis and use of sources (ACHHS170, 171, 188, 189); explanation and communication (ACHHS174, 175, 188, 192).

Core concepts

Continuity and change, cause and effect, significance.

Learning across the curriculum links

Aboriginal and Torres Strait Islander histories and culture, critical and creative thinking, civics and citizenship, difference and diversity,

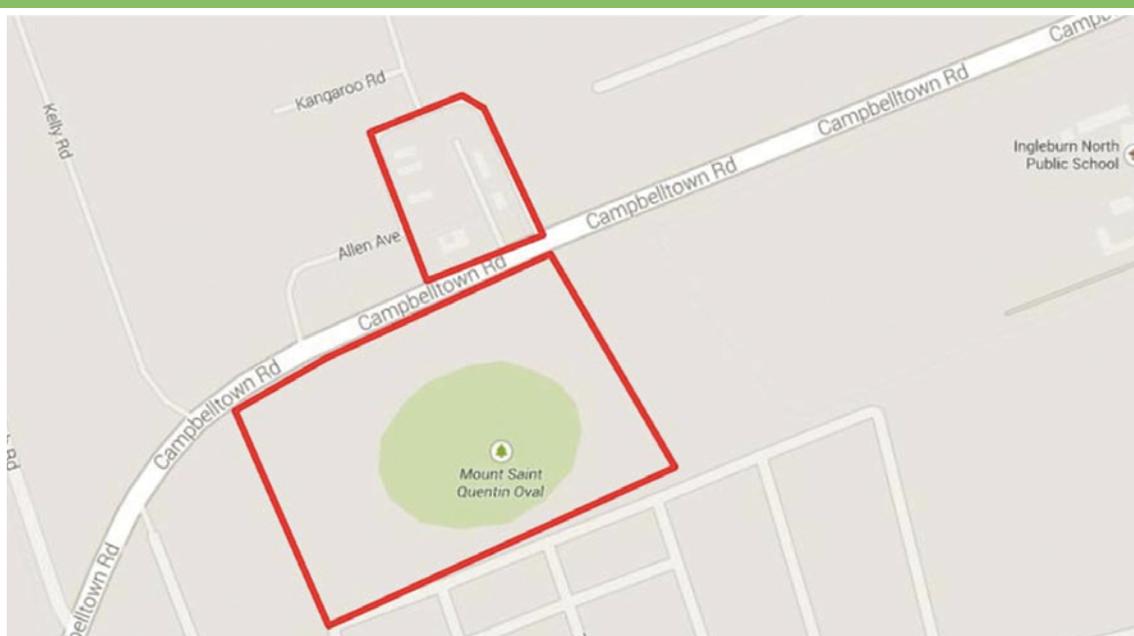
Lesson requirements

- Interactive whiteboard,
- Internet connected computers,
- Activity Sheets 1, 2, 3, 4 and 5.

NOTE:

- Teachers may choose from the range of activities and resources presented in this lesson (or sequence of lessons) to support teaching and learning programs. The content and outcomes focus directly on addressing the requirements of the World War II component of the Stage 5 Core Study – Depth Study 3: Australians at War: World Wars I and II (1914–1918, 1939–1945).
- Materials in this lesson may also be used to undertake either a virtual site study of Ingleburn Military Heritage Precinct and Mont St Quentin Oval complex, or as preparation for an organised visit to that complex.

Location: Ingleburn Military Heritage Precinct and Mont St Quentin Oval complex

**FIGURE 1:**

The Ingleburn Military Heritage and Mont St Quentin Oval located on both sides of Campbelltown Road.

Source: Ingleburn Heritage Military Precinct Including Mont St Quentin Oval Heritage Interpretation Strategy, Fig. 2, p.6, City Plan Services for UrbanGrowth NSW

Background

The Military in Sydney's South West

Sydney's South West has always had a strong association with the military. Large tracts of land were acquired at various times and used for military purposes. In 1913, Holsworthy became the main site of military training in New South Wales for World War I recruits. During World War II, the Liverpool area hosted allied troops, with the British Navy based at HMS Golden Hind Hargrave Park and American Forces at Warwick Farm. Liverpool was also the site of an internment camp during World War II. The detainees were mostly Italian, Javanese, Portuguese and Chinese nationals, some brought to Australia after the fall of Hong Kong and Singapore.

At the onset of World War II Australia followed Great Britain and declared war on Germany. With the outbreak of war in Europe and Australia's entry in September 1939 the Permanent Military Forces and the Citizen Military Forces expanded and new training facilities were required. Existing sites at Liverpool and Randwick could no longer accommodate the number of recruits, nor offer training in the new technologies of combat. Hostilities in Europe and Australia's response to them brought dramatic change to the Edmondson Park area with the establishment of the Ingleburn Army Camp in 1939.

Ingleburn Army Camp

In 1939 the Australian Government resumed 276.8 hectares of land at Ingleburn to house the soldiers, officers, administration and transport facilities. 330 buildings were constructed including a hospital, barracks, messes and workshops. Roads, munitions firing areas and sporting fields followed. Mont St Quentin Oval acted as a parade ground where troops were dispatched, welcomed upon return and later demobbed.

In 1806, Governor Macquarie had granted most of the land on which the camp was constructed to James Meehan, first Colonial Surveyor of New South Wales. In 1813 the property was purchased by Samuel Terry and remained in the Terry family until 1877, at which stage it was subdivided. What later became the Ingleburn Army Camp site was purchased by James Ashcroft and later sold to Alexander Ross, Member of the Legislative Assembly. In 1927, Fred Moore purchased the land and divided it into smaller farming allotments.

Thousands of recruits, both men and women, walked through the gates of Ingleburn Army Camp between 1939 and its decommissioning. Members of the 16th Brigade of the 2nd Australian Imperial Force arrived on site in November 1939 while huts were still under construction. These men became the first Australian troops involved in active service in World War II. In 1951, the camp was officially named Bardia Barracks to commemorate their engagement at Bardia, a small coastal town in Libya, North Africa. The 17th Brigade was formed soon after, in April 1940, and also undertook its basic training at Ingleburn. Among their number was Victoria Cross recipient John Edmondson, killed at Tobruk in April 1941.

The Ingleburn Army Camp was the first purpose-built infantry training camp for World War II. Here, troops were trained and sent to many theatres of war in the 20th century. The site connects the Australian military to major international conflicts including the Malayan Emergency, the Korean War and Vietnam War.

Conscription and training

For much of its operational life the Ingleburn Army Camp was a major centre for military training under various National Service Schemes. In January 1940, four months after Australia followed Britain into the war, Prime Minister Robert Menzies reintroduced compulsory military training. All unmarried men turning 21 in the call-up period were required to undertake three months of training with the militia. As the threat to Australia in the Pacific grew after 1942, both the Government and Opposition looked for ways to increase Australia's military capacity. In January 1943, the War Cabinet approved The Defence (Citizen Military Forces) Act. This Act allowed for the deployment of conscripts in the South-Western Pacific Zone during the war.

With the outbreak of the Korean War, onset of the Cold War in Europe and the Communist insurgency in South-East Asia, the Menzies Government once again looked to reintroducing conscription. In 1951, it initiated the Compulsory National Service Act requiring all men who turned 18 after November 1, 1950 to undertake 176 days of military training and remain on the Reserve of the Commonwealth Military Forces for a further five years. Between 1951 and 1959 over half a million men registered for military service and 227 000 received training. The Act was terminated in 1959.

In 1964, national service was back on the books. Amidst concerns over communist encroachment in Asia, the National Service Act was passed in November. Between 1964 and 1972, men were required to register for military service at the age of 20 and selected for service by a birthday ballot. If chosen, they undertook two years of army service followed by three years in the Reserve. Under the Holt Government, changes to the Defence Act in 1965 gave the Government power to send conscripts overseas. In 1966, National Servicemen were sent to Vietnam to fight alongside members of the Australian Regular Army. Between 1964 and 1972, over 800 000 registered for National Service, 63 000 were conscripted and 19 000 served in Vietnam.

During the Vietnam War, Ingleburn Army Camp also became the target of the anti-conscription movement. At times, military and local police were forced to close the front gates of the barracks to demonstrators. A number of conscientious objectors were detained in the Bardia Barracks guardhouse and cellblock before transportation to Holsworthy. In 1972, the Whitlam Government abolished national service and the Ingleburn Army Camp became a facility for training the Army Reserve.

Iconic individuals

Despite similar training regimes, once in active service, the experiences of Ingleburn men and women differed. Regardless of the conflicts in which they served, their histories were unique. Some individuals like John Edmondson and Albert Chowne received the Victoria Cross. Others were taken prisoners of war. However, John Edmondson has a particular place in the Edmondson Park story.

John Hurst Edmondson was born in Wagga Wagga in 1914. In 1906, Joseph Edmondson, hotel proprietor from Camden, purchased 562 acres of land of the old Bostock estate. In 1916, his son and family left Wagga Wagga because of drought and moved onto a portion of that property.

John Edmondson attended Austral Public School and later Hurlstone Agricultural College. In 1939, he enlisted as a reserve soldier in the Australian Rifles. When war was declared he volunteered for service and became a member of the 2nd 17th Battalion of the Australian Imperial Forces. He was awarded the Victoria Cross for outstanding bravery at Tobruk on April 13, 1941. He died the following day of wounds sustained in action. The Victoria Cross was presented to his mother Maud Elizabeth Edmondson, September 27, 1941.

Memorials commemorating John Edmondson's actions have been erected in the Liverpool area. The New South Wales Return Servicemen's League named the Liverpool Sub-Branch the "John Edmondson V.C. Memorial Club"; a memorial clock was erected in Liverpool and a school building at Hurlstone Agricultural High was dedicated to his memory. Indeed, a memorial forest at Hurlstone Agricultural College Glenfield commemorates all former students who lost their lives in war. The Hurlstone Agricultural College Memorial Forest is believed to be Australia's first living war memorial, established in 1950 in recognition of the 600 students who served in World War I and World War II, including Victoria Cross recipient John Edmondson.

Memorials: Remembrance and commemoration

Memorials at the Ingleburn Military Heritage Precinct provide a material- and visual reminder of Australia's involvement in conflict. They record the events and commemorate the lives of the men and women who participated in the various theatres of war. They are places of continuing interest and attachment for the community, and remain the focus for remembrance ceremonies on ANZAC Day and Armistice Day.

There are five memorial sites and landscape features, including interpretive plaques and statues. A number of these are listed on the NSW Register of War Memorials including:

- 16th Australian Infantry Brigade – memorial to the 16th Brigade who first assembled at Ingleburn in November 1939, and who went on to serve in Libya, the Middle East, Greece, Crete, Syria and New Guinea.
- Memorial Grove and Plaque (1987) – commemorates members of the Bardia Barracks who died while on postings at that location.
- National Servicemen’s Memorial (1997) – erected by comrades.
- Bardia Barracks Memorial Wall (2002) – commemorates all infantry and training groups posted to Bardia Barracks.
- *Lest We Forget* Memorial – (2008) moved from the now-closed Returned Soldiers’ Club to its present location.

Ingleburn Military Heritage Precinct

In the 1980s, the Department of Defence assessed its property holdings. Ingleburn was seen as expendable. Land to the north of the site was sold to Landcom in 1990, at which point army units on site were, over time, transferred to other bases.

The Ingleburn Military Heritage Precinct was created in 2002. It is of heritage significance as the entry point and command precinct of the first purpose-built military training camp for World War II. As such, it provides an example of a command precinct for a large army training site in New South Wales and Australia. Of particular note are the P1 type huts, guard house and cells, former parade ground and entry gates. It was included on the New South Wales State Heritage Register in 2013.

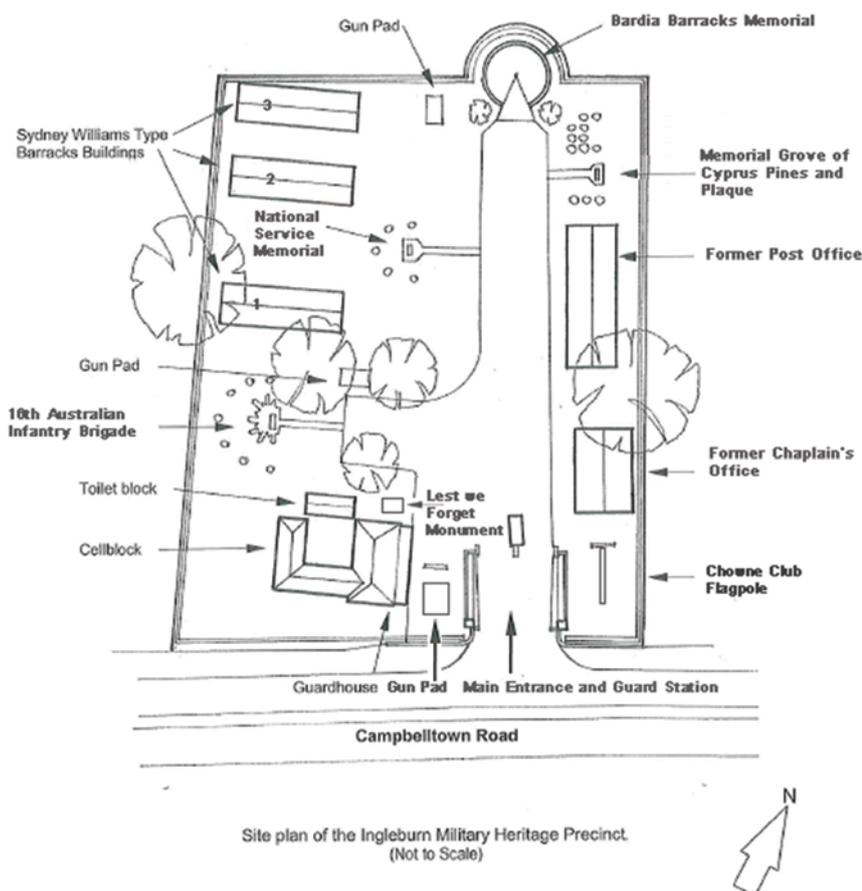


FIGURE 2:

Plan of Ingleburn Military Heritage Precinct showing key features of the site and position of war memorials – Ingleburn Military Heritage Precinct Including Mont St Quentin Oval Heritage Interpretation Strategy, Fig. 4, p. 30, City Plan Services for UrbanGrowth NSW.

Source: City Plan Heritage on a base plan provided by Government Architect's Office in 2005.

References: websites and resources

Australian Heritage Database: Ingleburn Army Camp

<http://www.environment.gov.au/cgi-bin/ahdb/search.pl> >Type into “Place name” Ingleburn Army Camp
<http://www.environment.nsw.gov.au/heritageapp/ViewHeritageItemDetails.aspx?ID=5060333>

Australian 9th Division Battalions: 2/13th and 2/17th Battalions

<http://www.militarian.com/threads/australian-9th-division-battalions.1228/>

Australian War Memorial: <https://www.awm.gov.au>

Conscription: National Archives of Australia

National Service, 1939–1945 Fact sheet 162

<http://www.naa.gov.au/collection/fact-sheets/fs162.aspx>

National Service, 1951–59 Fact sheet 163

<http://naa.gov.au/collection/fact-sheets/fs163.aspx>

National Service, 1965–7 Fact sheet 164

<http://www.naa.gov.au/collection/fact-sheets/fs164.aspx>

Lesson steps

Step 1: Orientation to the site

- Teacher orients students to the Ingleburn Military Precinct and Mont St Quentin Oval complex with reference to **Figure 1**.
- Teacher asks students what they know about the site, possible personal and/or family connections and local stories about the site.
- Teacher shows You Tube – Ingleburn Military Heritage Precinct, June 25, 2013. Available at: <https://www.youtube.com/watch?v=nNQyXP-t3cE>
- Teacher provides biographical information on the commentator, Vic Watts. In 1963, Vic Watts arrived at Bardia Barracks Ingleburn after service in Malaya. He was posted as Sergeant Platoon Commander to prepare and train recruits.
- Students make a list of names of proposed streets in the Edmondson Park precinct (as listed on the *Ingleburn Military Heritage Precinct* You Tube clip, noting the ongoing connection of the suburb with its military past.

Step 2: Edmondson Park 1939

- Teacher describes the Ingleburn landscape prior to 1939; rural and sparsely settled with residents working in market gardening, grape and wine production, fruit growing and dairying.
- Teacher and students discuss reasons for this, focusing on the effects of the depression, restricted economic growth and end of the land boom in the early 20th century.
- Teacher selects and reads sections from Andrew Allen’s interview with Peter Benson, which highlight his experiences growing up in Ingleburn during the 1930s and 1940s: its rural character; hard times during the depression; lack of roads, transport and access to goods and services; shops; schooling; recreation; and local landmarks and identities. Transcript of Peter Benson’s interview is available at Campbelltown City Council Oral Histories Project: <http://www.campbelltown.nsw.gov.au/RSF/ServicesandFacilities/Libraries/LocalInformation/OralHistories>
- Students compile a list of words/phrases that describe Ingleburn in the decades before World War II. In groups they share their impressions.
- Students may also compare their own experiences of growing up in the local area with those of Peter Benson.

Step 3: War

- Teacher reviews the outbreak of war in 1939, Australia's involvement and the Government's approach to military planning and defence:
 - Role of the Militia to 1937.
 - Citizen Military Forces (part-time and voluntary) seen by 1939 as an ineffective fighting force.
 - Reintroduction of compulsory military service from January 1940, requiring all men of 21 to undergo military training in preparation for active service.
 - Rapid expansion of the Permanent Military Forces and Citizen Military Forces in response to changing global circumstances.
 - Need for new training facilities. Liverpool and Randwick unable to deal with increasing numbers of trainees and new technical demands of warfare.
 - Decision to construct Ingleburn Army Camp – the first purpose-built training facility in Australia.
- Teacher selects and projects early photographic images of Ingleburn Army Camp onto the interactive whiteboard. Discusses the rapid changes to the area and impact on the local community.
 - Images available at: State Library of New South Wales; Australian War Memorial; and National Library of Australia – Trove.
 - The Sam Hood Collection *Home and Away*, State Library of New South Wales, is an excellent resource. Sam Hood was a press and commercial photographer who worked at various times for *The Sydney Mail* and *The Sydney Morning Herald*.
- In groups, students record and discuss their impressions of the landscape, recruits, activities, buildings, facilities and training regimes.
- Students complete **Activity Sheet 1: Army arrives** which focuses on the construction of the camp, initial trainees, their backgrounds and impact of the camp on the local community.

Step 4: Theatres of war

- Teacher shifts coverage of Australia's response to hostilities in Europe from local to global, tracing Australia's involvement in North Africa:
 - departure of Australian Imperial Force (AIF)
 - from Ingleburn and journey to North Africa
 - soldiers' expectations of war
 - engagements at Bardia and Tobruk.

Newspaper reports of the departure of A.I.F. from Ingleburn and Sydney are particularly compelling. "Farewell to Ingleburn", *Sydney Morning Herald*, Saturday 5 October 1940, p. 6 available at: <http://trove.nla.gov.au/newspaper/article/17702986>

- Teacher may choose to show excerpts from *Desert War*, Episode 1, ABC, shown 25 April 2013. Coverage of the campaign contains excellent archival footage and oral histories of those who fought in North Africa. Available at: <https://www.youtube.com/watch?v=YYN8zEbhsko>
- Teacher may also choose to show *The Rats of Tobruk* Part 1, May 2012. This resource contains interviews with former soldiers who fought at Tobruk along with archival footage of the event. Available at <https://youtu.be/BgQjuPUL5vY>. Original newsreel footage (Cinesound) of Tobruk also available on You Tube – *Defenders of Tobruk Aka Tobruk Besieged 1941* <https://youtu.be/8RhUii4Xxok> .

- Students may compare original archival footage with contemporary approaches to reporting on global conflict: purpose; representation of war; appeal to national stereotypes such as mateship and the digger ethos; propaganda and censorship; role of the war correspondent and documentary film maker; and audience.
- Students complete **Activity Sheet 2: Theatres of war**. This activity requires students to research and report on a battle or campaign in which soldiers who trained at Ingleburn participated.

Step 5: John Hurst Edmondson

- Teacher projects images of John Hurst Edmondson on to the interactive whiteboard and asks students what they know about John Edmondson: local identity; Victoria Cross recipient; and central to the Edmondson Park story.
- Teacher creates a mind map drawing on students' responses and then shows *The Rats of Tobruk* Part 1, which uses oral histories of fellow soldiers to relate the events surrounding Edmondson's death and nomination for the Victoria Cross. Available at: <https://youtu.be/BgQjuPUL5vY>
- Students complete **Activity Sheet 3: John Hurst Edmondson**.

Step 6: Women in service

- Teacher divides the class into groups. Each group researches and reports on one of the following women's services which either trained, served or assembled at the Ingleburn Army Camp:
 - Australian Army Nursing Service (AANS)
 - Voluntary Aid Detachment (VAD)
 - Australian Women's Army Service (AWAS)
 - Australian Army Medical Women's Service (AAMWS)
 - Women's Royal Australian Army Corps (WRAAC)
 - Royal Australian Army Nursing Corps (RAANC).
- Each group creates and presents a slide presentation detailing:
 - the history and involvement in these services in army activities
 - the various functions/roles they performed in army operations
 - key individuals involved.
- Students complete **Activity Sheet 4: Women's services: Ingleburn Army Camp**.

Step 7: Korea, Malaya and Vietnam

- Teacher provides an overview of the period following World War II to the decommissioning of the Ingleburn Army Camp site highlighting its changing functions:
 - Training facility for National Service, Citizen Military Forces and Army Reserve
 - Training of signal corps and transport units
 - Training facility for Royal Australian Electrical and Mechanical Engineers (RAEME) and medical units
 - Involvement of Ingleburn trained troops in post-World War II conflicts: Korean War; Malayan Emergency; and Vietnam War.

Step 8: Memorials and commemoration

- Teacher distributes copies of **Figure 2** – Plan of the Ingleburn Military Heritage Precinct.
- In pairs, students discuss the following inquiry questions:
 - How is war commemorated in the Edmondson Park area?
 - How is war represented in the Ingleburn Military Heritage Precinct? Support your response with evidence drawn from memorials on site.
 - What do these memorials reveal about army life and operations?
 - Who is represented in these memorials? How are they represented? Who is missing?
 - What human values do the memorials project or promote?
 - What do the memorials suggest about the qualities of the “good” soldier?
 - How are women represented?
 - What do these memorials tell us about the importance of remembering war?
 - Why is it important to remember and reflect upon conflict?
- With reference to students’ responses, teacher and students construct a concept map on the interactive whiteboard around the concept of “commemoration”.
- Students search for war monuments in and around the Edmondson Park area, and check monuments in the Liverpool and Campbelltown areas commemorating international conflicts. Useful sites to assist with this task include:
<http://monumentaaustralia.org.au>
<https://www.warmemorialsregister.nsw.gov.au/content/bardia-barracks-memorial-wall>

Step 9: Ingleburn Heritage Precinct: Historical significance and legacy

- Teacher discusses with students the concepts of “historical significance” and “legacy”.
- Students complete **Activity Sheet 5: Historical significance and legacy: Ingleburn Military Heritage Precinct and Mont St Quentin Oval**

Extension activities

Teacher projects an image of the Bardia Barracks Memorial Wall. The memorial wall was established as part of the Ingleburn Military Precinct in 2000. The memorial cites all the units and sections based at the camp from 1939 until 2000 when the camp closed. The inscription and full details of the 11 plaques, listing regiments, battalions and others are available at: <https://www.warmemorialsregister.nsw.gov.au/content/bardia-barracks-memorial-wall>

Research these units and sections. What conflicts did they participate in and where? Locate these places on a world map using dot stickers. The War Memorial has the campaign histories of all units and sections and where these units fought.



LESSON 4: Activity Sheet 1: Army arrives

With Australia's entry into World War II in September 1939, the Permanent Military Forces and the Citizen Military Forces expanded. It quickly became apparent that existing training facilities at Liverpool and Randwick were unable to accommodate the growing number of recruits.

In 1939, the Australian Government resumed land at Ingleburn to build a facility that would house soldiers, officers, administration and transport. Members of the 16th Brigade of the 2nd Australian Imperial Force arrived on site in November 1939 while huts were still under construction. The 17th Brigade was formed in April 1940 and undertook basic training at Ingleburn. Members of that Brigade became the first Australian soldiers to see active service overseas in the Middle East. Ingleburn was also home to the famous 2/13th or "Rats of Tobruk".

Thousands of recruits entered the gates of the Ingleburn Army Camp between 1939–1945. Among their number were Aboriginal men from city and country areas. The establishment of the Camp involved the construction of 330 buildings, roads, tracks and munitions firing areas. This rapid transformation of the landscape marked a further phase of change for the Edmondson Park area.

Construction

SOURCE 1

"A month ago travelling the main road between Campbelltown and Liverpool, in the locality of Denham Court, were noticed the usual peaceful open grazing paddocks showing recuperative signs of the September rains. On Saturday last the same locality was visited, and what a transformation. The Military authorities have acquired the land on either side of the main road for the future training groups of the Second A.I.F., recruited from the Militia.

The open paddocks have been converted into a township of timber and galvanized iron, 600 buildings having, within three weeks, been built with accommodation for 6000 men.

This new township in addition to the soldiers' quarters will have its own post office, telephone exchange, hospital, dental clinic, barber's shop etc., and will have the modern conveniences of water supply, sewerage and electric light.

The erection of these buildings and services will cost about £120,000...The contracts gave work for an army of 1,700 workmen, working double shifts. Over two million superficial feet of timber have been used...30 tons of nails, and miles of galvanized iron...

To-morrow, Friday, 1,000 men of the Second A.I.F. will take up occupation of the camp, to be followed... by 3,000 men who are now in training at Liverpool, Holdsworthy and Rosebery."

Source: "Ingleburn Camp", Camden News, Thursday 2 November 1939, p.1.

SOURCE 2

“Well, just after I left Hurlstone, war was declared. That transformed Ingleburn in a big way. The paddocks on the other side of the line, McDonald’s dairy, was turned into a camp, It seemed to go up in six weeks...Thousands of men were trained at Ingleburn. They extended the platform at Ingleburn Station and the troops were loaded onto the trains and sent off to the Middle East. The boys were just a little older than me. I can remember going down and waving them off. Mr Vernon, a resident of Ingleburn, had his photograph in ‘the Heralds’ saying old-timer wishes the boys farewell.”

Extract from Andrew Allen’s interview with Peter Benson. Available at <http://www.campbelltown.nsw.gov.au/RSF/ServicesandFacilities/Libraries/LocalInformation/OralHistories>

Peter Benson was born in Sackville Street, Ingleburn, in 1924, attended Hurlstone Agricultural High School and operated a dental practice in the area for many years.

SOURCE 3



Hood, Sam, Ingleburn Army Camp, November 1939, Home and Away Collection, State Library of New South Wales.

Arrivals

SOURCE 4

Recruits from everywhere

“There were sleeper-cutters and timber-getters from Dorrigo, the cow-cockies and banana-growers from the valley of the Tweed. There were businessmen and tradesmen from cities like Newcastle, Grafton and Armidale. There were station owners and station hands from the frosty New England. There were schoolteachers and bank clerks from practically everywhere. And there was a sprinkling of plain hobo ... Every man Jack had had a ‘send-off’ and some had been almost poured aboard the train as it left their home town...Every town passed was a signal for vociferous calls and cheers. Bunting in the form of toilet paper startled mild-mannered churchgoers as it streamed from every window as the train sped through the outer suburbs of Sydney...They streamed off the train at Ingleburn carrying suit cases, sugar bags and every conceivable kind of dunnage.”

Lt K.F. Curtis recorded in Nulli Secundus Log, Marshall A.J. (ed) 1946; Long, G. (1952) “The Volunteers”, Australia in the War of 1939–1945: Series 1 – Army Volume I, To Bengazi, p. 60. Australian War Memorial, Canberra.

SOURCE 5



Hood, Sam, “Volunteers moving into Ingleburn Army Camp”, November 1939 Home and Away Collection, State Library of New South Wales.

SOURCE 6



Privates Henry Wells, Sydney Williams and Thomas Hatch, who trained at Ingleburn.

SOURCE 7

Inside the camp

“The new arrivals were issued with blankets, paillasses and straw, but, for the time, that was all there was to distribute. All had been warned to bring eating utensils and to wear working clothes. Some of the militiamen wore uniforms, but the coats, shirts, trousers and hats of the other recruits were almost as varied as their occupations...

It was not surprising that defects were found in camps so hurriedly built. As the first bunch of recruits arrived at Ingleburn, carpenters and plumbers were still at work, and road graziers were raising a haze of red dust. A report on the condition of this camp on 3rd November stated that roads were unformed, electrical appliances were incomplete, mess tables had been condemned by the engineers, horse lines were not fixed, and there were no stables or harness rooms. Kitchens and meat houses were not flyproof; orderly room staffs used butter boxes as chairs and packing cases as tables, and were making shelves with such timber as they could find. From Ingleburn to Puckapunyal went complaints that the drainage was inefficient and kitchens and meat houses not hygienic.”

Long, G. (1952) “The Volunteers”, Australia in the War of 1939–1945: Series 1 – Army, Volume I, To Bengazi, pp. 60–61, Australian War Memorial, Canberra.

SOURCE 8



Hood, Sam, "Troops on the march", November 1939, Home and Away Collection, State Library of New South Wales.

Departure

SOURCE 9



Troops line the rails while others take advantage of good positions to wave farewell as the troopship departs on its voyage to the Middle East. Sydney September 30, 1940, Australian War Memorial.

Tasks

Construction

Examine **Sources 1, 2 and 3** and answer the following.

1. Explain why Ingleburn Army Camp was constructed.
2. Account for its rapid construction.
3. Was change to the local area considerable? Moderate? Little? None?
4. Identify the ways in which the local area changed.
5. Identify the ways in which the local area remained relatively unchanged? Why?
6. What was the long-term impact of the arrival of the Australian Army at Ingleburn in 1939?

Arrivals

Examine **Sources 4, 5 and 6** and answer the following.

1. What do these sources reveal about the social mix of recruits who filed through the gates at Ingleburn Army Camp in the early years of World War II?
2. Why did these recruits enlist? (Make sure you consider compulsory military service.)
3. What does **Source 4** suggest about the attitude of recruits and the Australian public to Australia's involvement in the war? Were there alternative views? What were they?
4. Examine **Source 6**. These men enlisted at the outbreak of hostilities and were trained at Ingleburn September–October 1940. All became prisoners of war. Research their wartime experiences at: <https://www.awm.gov.au/collection/P09501.028.002>

Inside the camp and departure

Examine **Sources 7, 8 and 9**. Research and download a photographic image related to Ingleburn Army Camp in its early years of operation:

1. Place yourself in the position of a young recruit in the initial intake of soldiers at Ingleburn.
2. Design and create a postcard using this image.
3. Using your postcard, write to a friend, acquaintance or family member **either** relating your impressions of camp life or expectations of and feelings about war on the eve of your departure to the Middle East.

For newspaper coverage of camp life, training and departures to the Middle East refer to:

“Second A.I.F. Ingleburn to Troopships”, *Daily Examiner*, (Grafton) Saturday, March 9, 1940, p.8:
<http://nla.gov.au/nla.news-article192334878>

“Second 10th Battalion in First Manoeuvre”, *The Mail*, (Adelaide) Saturday, April 13, 1940, p.2:
<http://nla.gov.au/nla.news-article54810676>

“A.I.F. Artillery Exercise: Manoeuvres Create History,” *The Advertiser*, (Adelaide) Friday, March 22, 1940, p.8: <http://nla.gov.au/nla.news-article41658444>

“Farewell to Ingleburn,” *Sydney Morning Herald*, Saturday, October 5, 1940, p.6:
<http://nla.gov.au/nla.news-article17702986>



LESSON 4: Activity Sheet 2: Theatres of war

In pairs, choose **ONE** battle **OR** campaign in which Australian troops trained at Ingleburn Army Camp and participated during World War II.

Task

Research your battle (e.g. Battle of Bardia, Tobruk) or campaign (e.g. North Africa, New Guinea):

1. Locate the event or campaign geographically on a map.
2. Construct a timeline indicating key strategic points in the event or campaign. (How you represent your timeline is up to you.)
3. Respond to each of the questions contained in the boxes of the **Worksheet: Event Map**.
4. Compile a list of key individuals involved in this event or campaign.
5. Choose one of these individuals and research his/her involvement and its outcome.
6. Select four visual images that portray some aspect of this event or campaign. (These may depict technology, conditions of combat, human face of war, military strategy, or impact of the conflict on civilians).
7. List the names of Australian war correspondents and artists who recorded this battle or campaign. What role have war correspondents and artists played in recording Australia's involvement in overseas conflicts? Is it an important one? Why are artists appointed to record Australia's engagement in theatres of war despite the use of still photography and cinematography? **Sources 1, 2** and **3** may help you here. How do we record conflict today? (Consider the role of the "civilian reporter" in war zones today).

The following list of war correspondents and artists will assist with this task. Each, recorded the experiences of men and women who had trained at Ingleburn Army Camp:

- Russell Drysdale – Bardia (War artist)
- Roy Hodgkinson – New Guinea (War artist)
- Frank Hurley – North Africa (War photographer)
- Damian Parer – North Africa and New Guinea (War photographer and cinematographer)
- Reginald William Winchester Wilmot – Tobruk and North Africa (Journalist)
- Kenneth Slessor – North Africa (Journalist).

Reference: website and resource

Australian War Memorial: <https://www.awm.gov.au>

SOURCE 1



*Sketches at Gallipoli, 1915.
(Leslie Hore)*

SOURCE 2



*Hele, Ivor, Soldiers moving forward,
Tobruk area, 1941,
North Africa.*

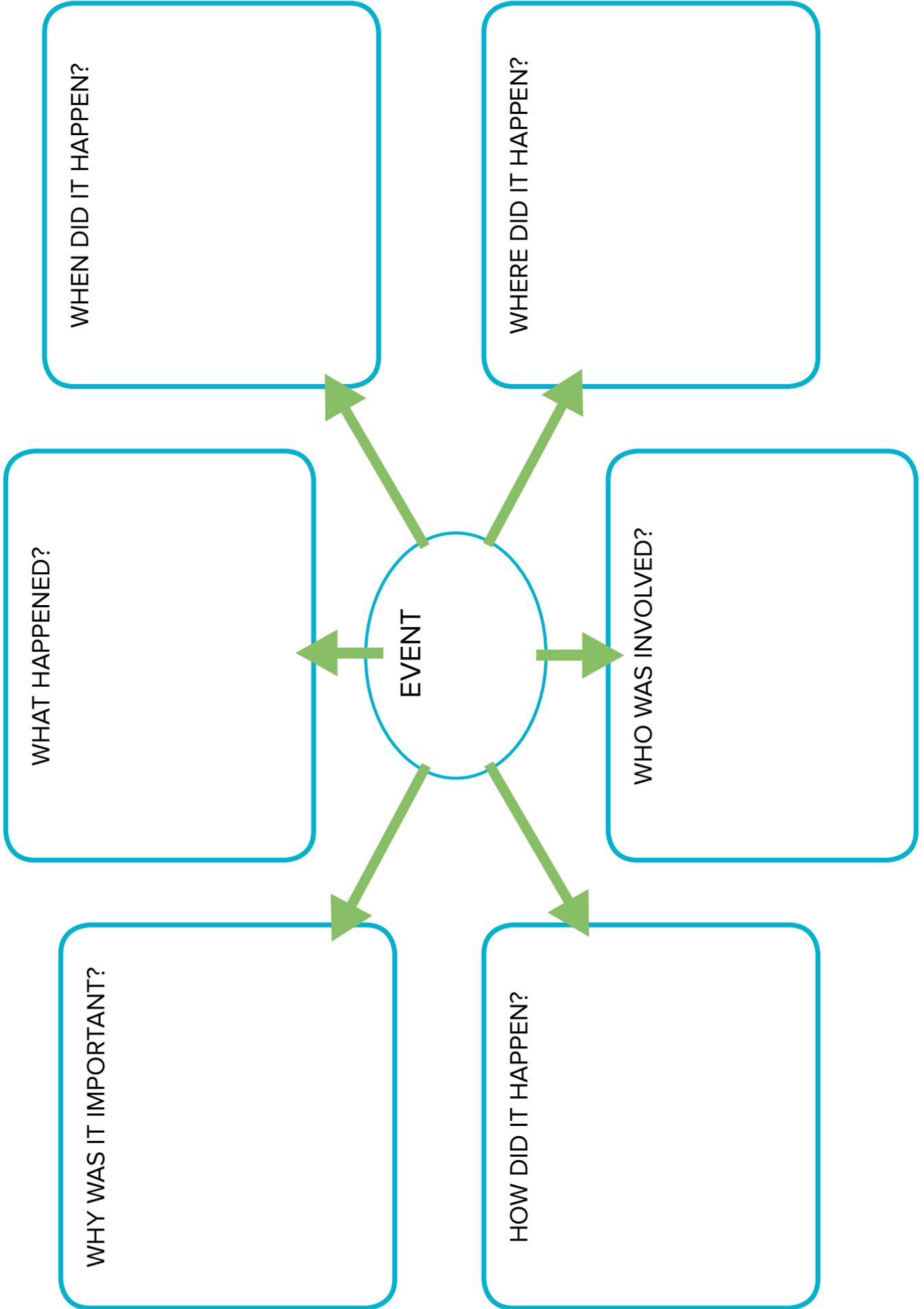
SOURCE 3



Hodgkinson, Roy, Private Alfred J Rolfe, DCM (for action at Illebee Creek, Finschhafen New Guinea) of 2/13th Battalion formed, April 1940, Ingleburn.

WORKSHEET: Event Map

EVENT MAP:





LESSON 4: Activity Sheet 3: John Hurst Edmondson

Background

When World War II was declared, John Hurst Edmondson volunteered for service. He trained at Ingleburn Army Camp and sailed for the Middle East in October 1940. He was a member of the 2/17th Battalion of the Australian Infantry Forces and served with the 9th Division at Tobruk. John Edmondson was awarded the Victoria Cross posthumously for his actions on April 13, 1941. The photograph below was taken on April 12, 1941, two days before his death.

FIGURE 1



John Hurst Edmondson

FIGURE 2



Platoon Sergeant John Gambling and Corporal John Edmondson, 2/17th Battalion. This photograph was taken following the long training march from Ingleburn to Bathurst in August 1940. The 2/17th Battalion departed for the Middle East several months later.

Task

1. Research the story of John Edmondson (NX15705) using the websites below as a starting point.
2. Use the **Worksheet: Biography chart** to guide your research.
3. Enter the information you have collected in the boxes provided or create additional space if needed.
4. Insert an image of John Edmondson in the space provided. There are wonderful images to choose from on the Australian War Memorial website.

References: websites and resources

Australians at War: http://www.australiansatwar.gov.au/stories/stories_war=W2_id=8.html

Australian Dictionary of Biography: <http://adb.anu.edu.au/biography/edmondson-john-hurst-10099>

Australian War Memorial: <https://www.awm.gov.au/people/rolls/R1707711/>

FIGURE 3



J. Smith, 2/17th Battalion at the grave of John Edmondson, Tobruk, Libya, 1941.

WORKSHEET: Biography chart

JOHN HURST EDMONDSON

INSERT IMAGE HERE

EARLY LIFE

Describe John Edmondson's early life. Include date of birth, place of birth, family, education, important events.

ARMY LIFE

What was John Edmondson's occupation before he volunteered for the army? When did he enlist? What battalion was he attached to? Describe his experiences in the army. Where was he sent in 1941? For what purpose?

SIGNIFICANCE TO THE WAR EFFORT

What happened on April 13, 1941? What part did John Edmondson play in this event? What was the outcome? (Use the citation for his Victoria Cross to assist here). How is John Edmondson remembered?

SIGNIFICANCE TO LOCAL AREA AND COMMUNITY

In what ways is John Edmondson an important part of the Edmondson Park story? How has his local community remembered him?



LESSON 4: Activity Sheet 4: Women's services: Ingleburn Army Camp

Background

Ingleburn Army Camp expanded its training facilities to train female recruits, following the formation of Australian Women's Army Service in 1941. Women aged 18 to 45 were trained as drivers, clerical staff and orderlies. Women were also trained at the First Field Hospital which was the assembly point for field medical units.

FIGURE 1



AWAS drivers of No. 2 Platoon, 2nd Australian Ambulance Car Company attached to No. 16 Australian General Hospital with two of the company's Austin ambulances, November 1942, Ingleburn, NSW.

Task

Research

In groups, research and report on one of the following women's services that trained, served or assembled at the Ingleburn Army Camp:

- Australian Army Nursing Service (AANS)
- Voluntary Aid Detachment (VAD)
- Australian Women's Army Service (AWAS)
- Australian Army Medical Women's Service (AAMWS)
- Women's Royal Australian Army Corps (WRAAC)
- Royal Australian Army Nursing Corps (RAANC).

Report

Each group creates and presents a six-slide presentation detailing:

1. The history and involvement of the service in army activities.
2. The various functions/roles it performed in army operations.
3. Individuals involved in this service, and insights into their personal stories and experiences.
4. The contribution of the service to the war effort.

Instructions:

- Your presentation is to focus on women in war service World War II.
- Support your presentation with photographic images and, where available, biographical materials, extracts from oral histories and/or written correspondence.

FIGURE 2



Major Joyce Whitworth was Commanding Officer of the Australian Women's Army Service (AWAS) Recruit Training School, Killara and Ingleburn until 1944.

References: websites and resources

Australian Army Nursing Service (AANS)

National Library of Australia – Trove: <http://trove.nla.gov.au/people/597790?c=people>

The Australian Women's Register: <http://www.womenaustralia.info/biogs/AWE0408b.htm>

Voluntary Aid Detachment (VAD)

National Library of Australia – Trove: <http://trove.nla.gov.au/people/752066?c=people>

Australian War Memorial: <https://www.awm.gov.au/encyclopedia/vad/>

Australian Women's Army Service (AWAS)

National Library of Australia – Trove: <http://trove.nla.gov.au/people/620601?c=people>

The Australian Women's Register: <http://www.womenaustralia.info/biogs/IMP0149b.htm>

Australian Army Medical Women's Service (AAMWS)

National Library of Australia – Trove: <http://trove.nla.gov.au/people/757050?c=people>

The Australian Women's Register: <http://www.womenaustralia.info/biogs/AWE0415b.htm>

Women's Royal Australian Army Corps (WRAAC)

National Library of Australia – Trove: <http://trove.nla.gov.au/people/712063?c=people>

The Australian Women's Register: <http://www.womenaustralia.info/biogs/AWE0388b.htm>

Royal Australian Army Nursing Corps (RAANC)

National Library of Australia – Trove: <http://trove.nla.gov.au/people/772066?c=people>

Department of Defence: <http://www.defence.gov.au/health/about/docs/RAANC.pdf>



LESSON 4: Activity Sheet 5: Historical significance and legacy: Ingleburn Military Heritage Precinct and Mont St Quentin Oval



The gates to the Ingleburn Military Heritage Precinct span the entrance to the precinct, providing a commanding entrance experience to the memorial precinct beyond. The sentry post can be seen to the left of the gates and the former Military Post office to the right behind the precinct fence.

“The Ingleburn Military Heritage Precinct and Mont St Quentin Oval is of heritage significance as the entry point and command precinct of the first purpose-built military training camp for WWII.

The Mont St Quentin Oval was initially utilised as a parade ground for WWII troops at the site and was where the troops were formally farewelled before being shipped overseas in the early years of the war, prior to the construction of official parade grounds. The Military Heritage Precinct and Mont St Quentin Oval is also of significance as it represents one of the State’s key defence sites which coordinated the formation, training and dispatch of troops for most theatres of warfare during the 20th century. The site has important associations with many military units which gave distinguished service in WWII, such as the 16th Brigade of the 6th Division of the Second AIF. This was the first Australian unit to see armed conflict in WWII. It is also associated with and the 2/13th Battalion known as the “Rats of Tobruk” for their determined fighting during the Siege of Tobruk. It also has historic associations with units fighting in the Korean War and the Vietnam War as well as with other social trends during the Vietnam War such as the anti war lobby.”

Source: NSW Government Office of Environment and Heritage, news release: 2013 archive detailing why the Ingleburn Military Heritage Precinct and Mont St Quentin Oval have been placed on the State Heritage Register. <http://www.environment.nsw.gov.au/heritage/media/newsreleases2013.htm#ingleburn>

Historical significance

Historical significance is the importance given to particular events, people, places or ideas from the past that have resulted in change. Clearly, Ingleburn Military Heritage Precinct and the Mont St Quentin Oval complex are considered to have significant heritage value. In 2013 the complex was placed on the State Heritage Register.

Task

In pairs, using the information above as a guide, discuss and respond to the following questions:

1. How do you think government officials, army recruits, locals and the general public may have viewed the building of Ingleburn Army Camp in 1939?

2. How deeply did Ingleburn Army Camp change the lives of young recruits? How many were affected? Was the change short- or long-term? Explain your response.

- 3. List those individuals and groups most likely to identify with the Ingleburn Military Heritage Precinct and the Mont St Quentin complex today. What attachments might they have to the site? Why? What memories?

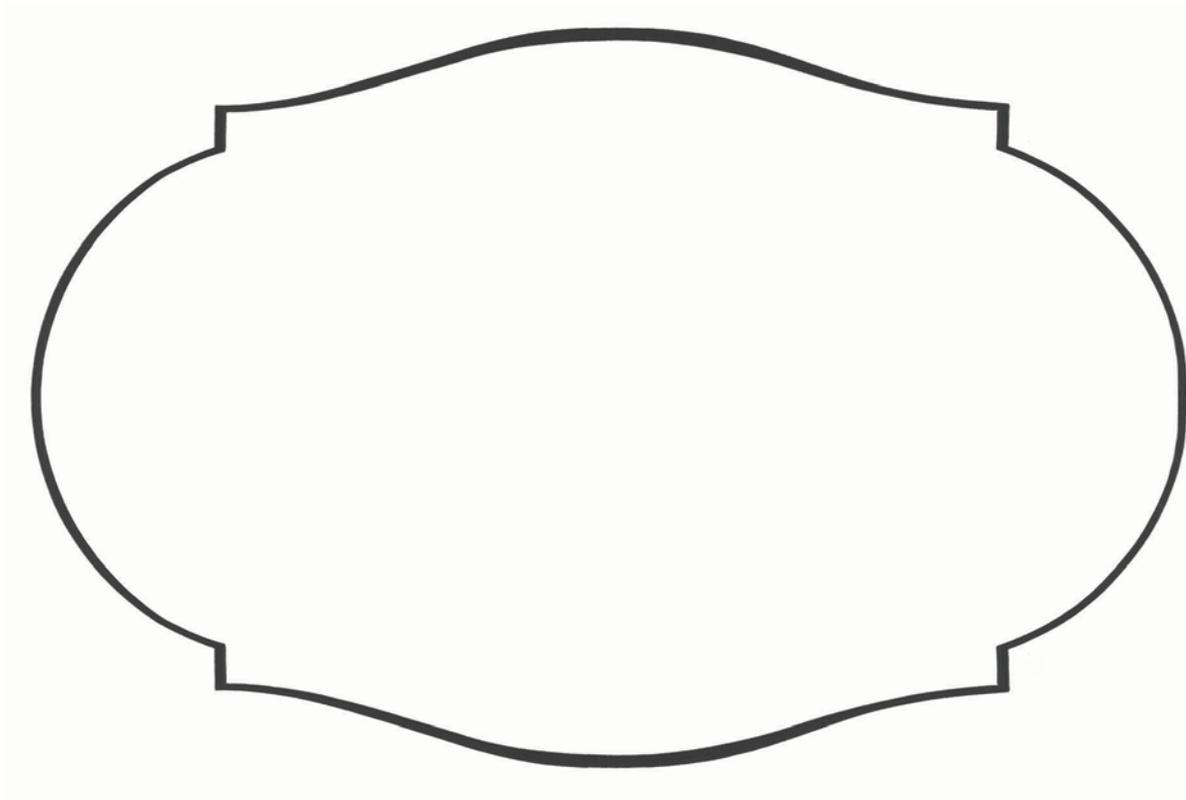
- 4. Outline the various ways in which the site contributes to our understanding of national and world history?

- 5. What is the present importance of the site? How do commemorative events at the site reflect its past and present importance?

Legacy

A “legacy” is something (in this instance a heritage site) that exists as a result of something that happened in the past. Ways of living, customs and traditions are often attached to heritage sites. However, with time their purpose, appearance and use often change. Despite these changes, heritage sites become important in other ways; as physical reminders of the past, and as a focus for remembering and commemorating the events and people associated with that place.

1. Using the template below design a plaque that tells visitors to the Ingleburn Military Heritage Precinct and Mont St Quentin Oval complex why this heritage site is important to the history of the locality and to the people of New South Wales. Where should it be placed?



2. What do you see as the future uses of the Ingleburn Military Heritage Precinct and Mont St Quentin Oval complex?



LESSON 5: Post-war migration and the changing face of South West Sydney and Edmondson Park

Inquiry questions

What was Edmondson Park like in 1945?

What significant events drove post-war immigration to Australia? Who came and why?

How did changing government policies and practices affect population growth in Sydney's South West?

What types of experiences and hardships did migrants face during the journey to Australia and on arrival?

How did successive waves of migration impact South West Sydney and the Edmondson Park area?

Lesson focus

This lesson explores the changing demography of South West Sydney and Edmondson Park since 1945. Coverage touches on key international events and changes to Australia's migration policy as important drivers in shaping development in the region and suburb.

Link to syllabus topic

Depth Study 5: The Globalising World – Topic 5c: Migration experiences (1945–present).

Syllabus outcomes

Students:

- explain and assess the historical forces that shaped the modern world and Australia (HT5-1)
- explain and analyse the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia (HT5-3)
- identify and evaluate the usefulness of sources in the historical inquiry process (HT5-5)
- select and use appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences (HT5-10).

Historical inquiry skills

Empathic understanding

- interpret history within the context of the actions, values, attitudes and motives of people in the context of the past (ACHHS172, ACHHS173, ACHHS190, ACHHS191).

Research

- ask and evaluate different kinds of questions about the past to inform an historical inquiry (ACHHS 166, ACHHS 167, ACHHS 184, ACHHS 185)
- plan historical research to suit the purpose of an investigation
- identify, locate, select and organise information from a variety of sources, including ICT and other methods (ACHHS 175, ACHHS 193).

Core concepts

Change and continuity, empathetic understanding.

Learning across the curriculum links

Intercultural understanding, numeracy, diversity and difference, work and enterprise.

Background

The physical and cultural landscape of Edmondson Park has evolved as a result of the interaction between people, the environment and differing notions about how to best use and manage land. These phases of evolution include Aboriginal occupation, European settlement and the creation of large colonial pastoral estates, subdivisions after 1880, the arrival of the military in 1939, end of the Green Belt strategy in the late 1950s, construction of large housing estates in the 1960s and 1970s and, more recently, the determination of Priority Growth Areas across Sydney. Each successive period of settlement has changed South West Sydney and the Edmondson Park area.

Edmondson Park 1945

In 1937, just prior to the outbreak of World War II, Annie Shepherd and her husband bought part of the old Throsby estate. In 1953 the land was sold to Harold Swane, market gardener, and later subdivided in 1958. This parcelling into small allotments marked a change in land use in the Edmondson Park area, from grazing to more intensive horticulture. Old paddock boundaries and infrastructure were removed and small farms became the norm.



FIGURE 1:
Amalfi family in their market garden.

*Liverpool City Library,
reference number:
HL000707-02-8*

Market gardens and small farms

From initial settlement, the South West Cumberland Plain has provided Sydney with food. During the latter part of the 19th century, as large estates were divided-up, Italian and Chinese farmers established market gardens. Often women managed these small-scale businesses as their husbands sought work elsewhere.

Following World War II, the County of Cumberland Plan resulted in the establishment of a green belt intended to encircle Sydney, restrict urban development and protect agricultural land. However, by the late 1950s the strategy had lapsed. Horticultural enterprises, some established in the 1890s in areas like Casula, were forced to the fringes as large tracts of land around rail and roads were earmarked for housing and future development. As a result, rural settlement on the edge of Sydney changed as poultry and dairy industries declined in importance and were replaced by more intensive horticultural holdings on decreased

acreages. This trend was evident at Edmondson Park with the development of five-acre lots around Dalmatia and Croatia Avenues, sold to migrant families by the Croatian Community Advancement Co-Operative Society Ltd and used for vegetable production. Waves of migrants have been involved in market gardening in the South West: Italians, Chinese, Croatians, Maltese, Lebanese and more recently Vietnamese.

Ingleburn Army Camp

At the end of the war the Ingleburn Army Camp remained under the control of the Commonwealth. Ingleburn functioned as a depot for the Army Reserve and for the training of National Service troops. In 1948, the Royal Australian Regiment was created and Australia entered the Korean War. As part of establishing the permanent Army after 1948, the accommodation and facilities at Ingleburn were upgraded from huts to more permanent structures, with the building of married quarters for permanent staff and the purchase of additional land.

The cottages that comprised Ingleburn Village were adjacent to, and formed part of the post-war development of Ingleburn Army Camp. The street layout of the married quarters reflected suburban subdivisions. The Riley-Newsum and Amals Sagverks Aktiebolag cottages were prefabricated and heavily influenced by British and Swedish prototypes to meet post war shortages of building materials and labour.

Post-war immigration

Government immigration policies have been central in shaping the development and demography of Sydney's South West. At the end of World War II, the Labour Chifley Government established the Federal Department of Immigration to address fears over Australia's defence capacity and faltering economy. One way of addressing these concerns was to increase migration by 1% per annum. This policy of "Populate or Perish" remained the driver of Australia's post-war migration program until the election of the Whitlam Government in 1972 when the intake of new arrivals was reduced. Between 1945 and 1965 over two million migrants arrived in Australia.

In the early years following the end of World War II, many refugees fleeing Communist regimes came to Australia from Eastern Europe. To ensure a steady flow of migrants, Australia offered financial assistance as part of its post-war program. This involved the Commonwealth entering into agreements with other governments and international bodies. Migrants from the UK were given free or assisted passage. This was later extended to ex-serviceman and resistance fighters from the Netherland, France and other northern European countries. Australia also entered into an agreement with the International Refugee Organisation to accept a yearly intake of 12 000 displaced persons from European camps in the 1940s and 1950s.

In 1952 the International Refugee Organisation was abolished. From that point on, the Intergovernmental Committee for European Migration brought most refugees to Australia. Further agreements were brokered with Malta, the Netherlands, Italy, West Germany, Turkey and Yugoslavia. In 1948 Australia signed peace treaties with Italy, Romania, Bulgaria and Hungary and accepted migrants from these countries. By the 1950s, migrant reception centres had been established in Sydney for non-English speaking displaced people from Europe. Two main centres were located at Bradfield Park now East Lindfield and Chullora. Others, located in the South West included Bankstown, Cabramatta, Scheyville, Schofields and Villawood.

In 1972, the Whitlam Government ended the White Australian Policy. During the subsequent Fraser years, following the end of the Vietnam War, the intake of Vietnamese refugees increased. Since the end of discriminatory practices such as the White Australia Policy there has been a significant change in the place of origin and ethnicity of migrants arriving in Australia.

Migration and the changing face of the South West

South West Sydney absorbed a large number of newcomers as Australia attempted to rebuild after the depression and war. Initially the government turned to Europe, where many had been ousted from their homelands by the USSR. The first to arrive were Estonians, Latvians and Lithuanians, Polish and Ukrainians. Migrant camps were set up at Cabramatta, Granville, Bankstown Aerodrome, Scheyville and Voyager Point. These post-war migrants formed a large contingent of workers. Most were contracted to serve the government for two years as part of their emigration agreement, and many found employment in either manufacturing or large government infrastructure projects such as the Snowy Mountains Scheme launched in 1949.

Most English-speaking migrants were from United Kingdom, Ireland and New Zealand. Early intakes of non-English speaking groups included Italians, Greeks, Germans, Dutch and Croatians. Over the years, both the number and place of origin of migrants have fluctuated depending on international political circumstances. Changes during the 1950s and 1970s to the criteria for entry enabled groups of people, formerly excluded, to settle in Australia. As a result, arrivals from the Middle East, Asia and Africa have risen. According to the 2011 Census, 27% of Australia's population was born overseas.

Lesson steps

Step 1: Changing demographic

- Teacher orients students to the changing demographic of the Liverpool area by providing a broad overview of migrant groups who have settled in Sydney's South West since World War II.
- During this coverage teacher highlights and addresses key questions related to post-war migration – Who? When? Where? Why?
- Teacher and students view *Look at life: Immigration to Australia 1950s–1960s* (Australian Government production used to attract potential immigrants to Australia) at <https://youtu.be/8MzGR40JmGE>.
- Teacher uses this material to explain the push (events and circumstances that drive people away from a place) and pull factors (economic, social, political and environmental benefits of moving on) following World War II that promoted migration and the movement of people.
- Using the following resources as a starting point, students research the migration history of the Liverpool area and construct a timeline that records:
 - various waves of migration to the region and location of settlement
 - international events and changing circumstances that account for the influx of migrants from various parts of the globe
 - Australian government immigration policies/strategies that promoted migration at various times.

Liverpool City Council – timeline:

<http://www.liverpool.nsw.gov.au/council/the-liverpool-area/history-of-liverpool/liverpool-timeline>

Liverpool City Council – history of the Liverpool area:

<http://www.liverpool.nsw.gov.au/council/the-liverpool-area/history-of-liverpool/a-detailed-history-of-liverpool>

Liverpool Museum migration timeline:

<http://liverpoolmuseum.com.au/files/TimeLineFinal.pdf>

Step 2: Government policies

- Students divide into expert groups to research and present on key government policies that shaped Australia’s post-war migration.
- Groups chose to research and report on one of the following policies:
 - Populate or perish policy
 - White Australia policy
 - Assisted passage schemes
 - Displaced persons and refugee intake
 - Asylum seekers.

For policy coverage refer to: “The changing face of modern Australia–1950s to 1970s” at <http://www.australia.gov.au/about-australia/australian-story/changing-face-of-modern-australia-1950s-to-1970s>

Also refer to Parliament of Australia:

http://www.aph.gov.au/About_Parliament/Parliamentary_Departments/Parliamentary_Library/pubs/BN/1011/MigrationPopulation

In their presentation each group should:

- provide brief coverage of the intent and principles underpinning the policy
- assess its effectiveness in promoting immigration to Australia
- highlight groups of migrants targeted by the policy and explain why these groups were targeted
- locate promotional materials used to ensure the success of the policy, such as posters, advertisements or film
- highlight how their chosen policy may have been instrumental in attracting migrants to Sydney’s South West.

Step 3: Migrant groups in Sydney’s South West

- Using the following websites students research the demographic profile of the Liverpool region focusing on its settlement history over time and the ethnic profile of the population (country of birth and parents’ birth/ancestry/languages spoken/religious affiliations).

Community profile Liverpool:

<http://profile.id.com.au/liverpool/population?WebID=180>

Edmondson Park demographics (NSW) local stats:

<http://edmondson-park.localstats.com.au/demographics/nsw/sydney/liverpool-fairfield/edmondson-park>

- Students list the various ethnic groups represented in the Liverpool area. They then do the same for Edmondson Park.
- Class discusses the Edmondson Park profile. Is it the same as other suburbs in the Liverpool region or does it differ? Why or why not? How might the Edmondson Park demographic profile change in the future? Why?
- Using materials gathered during this research activity students complete **Activity Sheet 1: How and why communities change.**

Step 4: The migrant experience

- Using **Activity Sheet 2: The migrant experience**, students choose to research one group of migrants who have settled in South West Sydney, post 1945.
- Teacher highlights the strong presence of a Croatian community in the Edmondson Park area by introducing the migration story of Gina Sinozich who fled from Croatia in 1956 to Australia where she settled at Casula.
- Teacher projects images of Gina's paintings on the interactive whiteboard, which record her flight and journey to Australia.
- Students discuss the reasons and motives underlying Gina Sinozich's decision to leave Croatia, and associated dilemmas she may have faced.

Images and accompanying text at the Australian National Maritime Museum – National Collection: <http://emuseum.anmm.gov.au/code/emuseum.asp?id=11858>

Step 5: Migration heritage

Students download and highlight key locations on the Liverpool Migration Heritage Trail that provide evidence of the presence and contribution of various migrant groups to the Liverpool region. Students may also like to add sites/landscape or urban features/street names/buildings that they feel are significant in recording the multicultural nature of life in Sydney's South West.

Teacher takes the lead by noting Croatia and Dalmatia Avenues in Edmondson Park.

Map and related heritage materials at:

<http://www.migrationheritage.nsw.gov.au/publications/liverpool-heritage-trail/>

Extension activities

A place of stories

This activity encourages students to explore diversity in their community by conducting oral history interviews with local immigrants, including classmates, teachers and family members. They then transform their information into books filled with illustrative narratives and images which are representative of immigrants' homelands, their journey to Australia and transition to Australian life. Working in groups, students link their books to create a typical local suburban streetscape that is representative of the diverse range of individuals and families in their locality. Students title their streetscape "A place of stories".

Global passport

Students create a Global Passport and use it to collect signatures of people from different places, with differing languages and religions in their locality. A world map may be used to gather information and visual images of the places recorded in the passport.

References: websites and resources

Migration Heritage Centre *Objects through time* “Australian migration history timeline” NSW:
<http://www.migrationheritage.nsw.gov.au/exhibition/objectsthroughtime-history/ott1778/index.html>

SBS (2013) *Timeline: Australia’s Immigration Policy*:
<http://www.sbs.com.au/news/article/2013/06/21/timeline-australias-immigration-policy>

Australian Government (2015) *The changing face of modern Australia – 1950s to 1970s*:
<http://www.australia.gov.au/about-australia/australian-story/changing-face-of-modern-australia-1950s-to-1970s>

Migration Heritage Centre NSW, Bringelly and Rossmore market gardens:
<http://www.migrationheritage.nsw.gov.au/exhibition/liverpool-heritage-trail/02-bringellyrossmore-market-gardens/>

Croatians:
<http://dictionaryofsydney.org/entry/croatians>

Community profile Liverpool:
<http://profile.id.com.au/liverpool/population?WebID=180>

Edmondson Park demographics (NSW) local stats:
<http://edmondson-park.localstats.com.au/demographics/nsw/sydney/liverpool-fairfield/edmondson-park>

Local multicultural landmarks on the Liverpool Migration Heritage Trail:
<http://www.migrationheritage.nsw.gov.au/publications/liverpool-heritage-trail/index.html>

Migration experience

Look at life: Immigration to Australia 1950s–1960s (archival footage of the migration process) at <https://www.youtube.com/watch?v=8MzGR4OJmGE>

Liston, C. (2009) *Pictorial History: Liverpool and district*. Sydney: Kingsclear Books.

Walsh, K. (2001) *The Changing face of Australia: A Century of Immigration 1901–2000*. Sydney, Allen and Unwin.



LESSON 5: Activity Sheet 1: How and why communities change

Change happens at different rates and times, and in different places. World War II and its aftermath altered Australian social and economic life. As a response to volatile international circumstances, post-1945 migration to Australia increased substantially. As the workforce and economy grew, the social mix of communities began to diversify and change – however, some communities in Sydney South West changed more than others.

Task

Part A. Big picture: Migration and Sydney's South West

Research the broad changes that migration and multiculturalism have brought to the South West post-1945. Refer to materials contained in the websites below.

Create a one-page demographic profile of the South West indicating:

- current population of the region
- residents' country of birth
- overseas-born residents
- languages and religious affiliations
- types of arrivals (assisted migration schemes, refugees, humanitarian programs, recent arrivals)
- long- and short-term residents
- how has the region changed as a result of migration?
- has change been: Fast? Slow? Substantial? Insubstantial? Short-term? Long-term? Explain why. Support your response with evidence.

For an overview of the cultural diversity of the Liverpool region refer to: Liverpool City Council *LEAPS Multicultural Plan 2010–2014 and Action Plan 2012–2013* at http://www.liverpool.nsw.gov.au/__data/assets/pdf_file/0011/4430/Leaps-Document-2011-2012-final.pdf

For an update of this strategy document refer to: *Multicultural Strategy and Action Plan 2015–2017*, Liverpool City Council 2015, available online.

For an overview of post-1945 migration and its impact on South West Sydney refer to the Dictionary of Sydney at http://dictionaryofsydney.com/entry/western_sydney

For more detailed data that is related to certain suburbs, refer to Australian Bureau of Statistics Community profiles “Quickstats” at <http://www.abs.gov.au/websitedbs/censushome.nsf/home/communityprofiles>

Part B. Migration snapshot: Edmondson Park

Create a one-page demographic profile of Edmondson Park indicating:

- current population of the suburb
- residents' country of birth
- overseas-born residents
- languages and religious affiliations
- types of arrivals (assisted migration schemes, refugees, humanitarian programs, recent arrivals)
- long- and short-term residents
- how has Edmondson Park changed as a result of post-war migration?
- has change been: Fast? Slow? Substantial? Insubstantial? Short-term? Long-term? Explain why. Support your response with evidence.
- how do you think Edmondson Park's demographic profile will change in the next ten years? Support your response with evidence.
- what might be the "push" and "pull" factors that encourage individuals and families to move to Edmondson Park?

For information refer to Australian Bureau of Statistics Community Profiles: Edmondson Park at http://www.censusdata.abs.gov.au/census_services/getproduct/census/2011/quickstat/SSC10797



LESSON 5: Activity Sheet 2: The migrant experience

Task

Part A. Migration and settlement

Select and research a migrant group that has settled in the Liverpool region. You may choose either a community from the following list or another in which you are interested:

- Cambodia
- Croatia
- India
- Iraq
- Italy
- Lao
- Lebanon
- New Zealand
- Philippines
- United Kingdom
- Vietnam.

For an extensive list/coverage of migrant groups in the Liverpool region refer to the Dictionary of Sydney at <http://dictionaryofsydney.org/subject/immigration>

For an overview of post-1945 migration and its impact on South West Sydney refer to the Dictionary of Sydney at http://dictionaryofsydney.org/entry/western_sydney

Use the following questions to guide your research on your chosen migrant group:

1. Who came to Australia and from where? (Were they from a particular locality or region? Families? Single men? Single women?)
2. Why did they come? (Think about the “push” factors – events and circumstances that drive people to leave a place. Think about the “pull” factors – the economic, social, political and environmental benefits of relocation)
3. When did they come? (Was it at a particular point in time or over time?)
4. How did they get here? (Assisted migration? Self-funded? Refugees?)
5. Where did they settle? Why? (Was it because of community or family members who had already settled in an area? Was it because of employment opportunities? Support services? Closeness to a migrant hostel?)
6. Have various individuals and families moved out of the Liverpool area? (To where and why?)

Part B. The migrant experience

For those who decided to settle in Australia, the migration experience often involved a long and arduous journey, transition into the Australian community via a migrant hostel and then settlement. Many migrants arrived with little money, unable to speak English and “new” to the way of doing things in an alien culture.

Read the story and view the paintings of Gina Sinozich’s journey from Croatia to Australia and ultimately to Casula in Sydney’s South West at: <http://emuseum.anmm.gov.au/code/emuseum.asp?=-11858>.

An exhibition of her paintings was held at the Australian Maritime Museum in 2005 and both her artwork and story were published in *Signals Magazine* 70, pages 8–11, Australian Maritime Museum.

1. Construct a brief biography of Gina Sinozich.
2. Why did she and her family leave Croatia?
3. Construct a timeline of her journey from Croatia to Australia. On the timeline note down the stages of her journey, her experiences and feelings at each of these stages.
4. Trace her journey from Croatia to Melbourne Australia on a map of the world.
5. In what ways do her paintings contribute to her story, and to our understanding of her journey and settlement in Australia?

FIGURE 1



Known to unknown. This shows the village of Sinozici where Gina was born, and the town where her husband’s family lived, as the vessel Neptunia steams towards Australia.



LESSON 6: The urbanisation of Edmondson Park

Inquiry question

What processes are changing Edmondson Park and its environment?

Contributing questions

What are the main planning processes associated with urbanisation?

How have these processes resulted in changes to the Edmondson Park area?

What economic, social and environmental factors are influencing the changes that are occurring at a local scale?

Lesson focus

Urbanisation is a process of change in response to a variety of factors.

Change at a national, state and city scale influences places and environments at a local scale.

Options for housing Sydney's growing population include infill, greenfield and transit-oriented development.

Links to syllabus topics

Changing Places (Stage 5): causes and consequences of urbanisation.

Environmental Change and Management (Stage 5): Urban environments.

Syllabus outcomes

Students:

- explain processes and influences that form and transform places and environments (GE5-2)
- analyse the effect of interactions and connections between people, places and environments (GE5-3)
- acquire and process geographical information by selecting and using appropriate and relevant tools for inquiry (GE5-7)
- communicate geographical information to a range of audiences using a variety of strategies (GE5-8).

Core concepts

Environment – the natural and human characteristics of Edmondson Park resulting from urbanisation processes.

Change – recent urbanisation is changing Edmondson Park.

Scale and Interconnection – change at the local scale (Edmondson Park) is connected to changes occurring in Sydney, NSW and Australia.

Sustainability – planning is essential for sustainable development.

Geographical concepts

Greenfield development.

Infill development.

Transit-oriented development.

Urban growth centre.

Land release.

Land rezoning.

Precinct planning.

Learning across the curriculum

Critical and creative thinking – interpreting, evaluating and using evidence to enhance understanding and make judgments.

Literacy – using secondary sources to gather and communicate geographical information about Edmondson Park including visual literacy.

Numeracy – analysing statistical data on population change.

ICT – using ICT to gather and communicate geographical information.

Inquiry skills

Acquiring geographical information – text, maps, visual representations, ICT, infographics (graphs and statistics).

Processing geographical information – interpretation and analysis of data and secondary sources, making judgments, answering questions.

Communicating geographical information – oral, written and diagrammatic.

Geographical tools

Maps, graphs, statistics, infographics and other visual representations.

Lesson requirements

- Activity Sheets, Lesson 6: Appendix and Lesson 1: Appendix;
- Sketch map (Lesson 1: Activity 2) and mind map (Lesson 1: Activity 4);
- Internet access and hardware.

Background

Development options – to cater for growing urban populations, governments and urban planners have two main options: Allow a city to grow outwards in new developments on the edge of the city or increase the housing density within city boundaries. When governments change so does the emphasis on where the greatest development will take place.

Greenfield development refers to the development of land on the urban fringe of a city that has previously been used for non-urban purposes such as agriculture. This leads to a spreading urban fringe settlement pattern of generally lower density.

Infill development refers to increasing densities within existing urban areas and developing or redeveloping underutilised sites, such as rundown commercial areas (greyfield sites) or old, often contaminated industrial sites (brownfield sites). This leads to a more compact settlement pattern.

Transit-oriented development occurs around public transport nodes and usually involves higher density housing, and a mix of landuses. It is being used as an option when planning both greenfield and infill developments.

Assessment (Formative assessment)

Students:

- *identify* and list processes in the urbanisation of Edmondson Park
- *make judgments* and *draw conclusions* about the nature and extent of recent urban development in the precinct
- *illustrate connections* between population, housing demand and urbanisation in a consequence chart
- *explain connections* between population, housing demand and urbanisation into a paragraph that incorporates statistics
- identify a range of factors influencing the urbanisation of Edmondson Park.

References: websites and resources

Liverpool Council: Edmondson Park.

<http://www.liverpool.nsw.gov.au/planninganddevelopment/strategic-planning/edmondson-park>

Priority growth areas and precincts.

<http://www.planning.nsw.gov.au/Plans-for-Your-Area/Priority-Growth-Areas-and-Precincts>

An interactive map showing the growth precincts.

<http://www.planning.nsw.gov.au/Plans-for-your-area/Sydney/A-Plan-for-Growing-Sydney>

Western Sydney priority Growth Area.

<http://www.planning.nsw.gov.au/en/Plans-for-Your-Area/Priority-Growth-Areas-and-Precincts/Western-Sydney-Priority-Growth-Area>

Guide to Sydney's growth centres.

<http://www.planning.nsw.gov.au/Plans-for-your-area/Priority-Growth-Areas-and-Precincts/South-West-Priority-Growth-Area>

Smith, E. (2015) *Southwest rail link aerials* (video) <https://www.youtube.com/watch?v=GdTMKbucrAg>

Planning NSW, "Population Growth", http://www.planning.nsw.gov.au/Research-and-Demography/Demography/~/_media/A43874301B80414F86911DBE3711DC0F.ashx?h=711&w=834

Dept Planning & Infrastructure NSW Government, "2016 NSW population and household projections", (interactive website), <http://www.planning.nsw.gov.au/Research-and-Demography/Demography/Population-Projections>

Dept Planning & Infrastructure NSW Government (2013) *Draft metropolitan strategy for Sydney to 2031* (Slide presentation), <http://www.slideshare.net/PlanningInfrastructure/draft-metropolitan-strategy-for-sydney>

Wakelin, R. (2015) "The perfect mix of infill and greenfield development", *Australian Financial Review*, <http://www.afr.com/personal-finance/the-perfect-mix-of-infill-and-greenfield-development-20151014-gk8nb6#ixzz41iefgyI0>

Transport Sydney (2013) "Government releases plan to house and employ 5.6 million Sydneysiders", Urban Planning, <https://transportsydney.wordpress.com/2013/03/19/government-releases-plan-to-house-and-employ-5-6-million-sydneysiders/>



LESSON 6: Overview

What processes are changing Edmondson Park and its environment?

Urbanisation and change

What are the main planning processes associated with urbanisation?

Activity 1: Read, interpret and discuss the urbanisation process

Examine text and maps to identify and list urbanisation processes relevant to Edmondson Park.

How have these processes resulted in recent changes to the Edmondson Park area?

Activity 2: Visual literacy

Observe, analyse and respond to a video to identify and explain the changes to Edmondson Park resulting from urban processes.

Activity 3: Internet scavenger hunt

Examine recent urban developments and draw conclusions about the nature and extent of urbanisation.

What economic, social and environmental factors are influencing the changes taking place at a local scale in Edmondson Park?

Activity 4: Factors driving change at Edmondson Park.

Analyse secondary sources, including statistical data, to connect changes in population at a national, state and city scale to those occurring in at the local level in Edmondson Park.

1. Examine text and infographics to identify population changes and analyse connections between population change and the demand for housing on the future of Edmondson Park.
2. Create a consequence chart to illustrate connections between population, housing demand and urbanisation.
3. Write an explanation to expand ideas in the consequence chart and incorporate statistics.
4. Brainstorm to identify other factors (environmental, social, political and economic) influencing the urban processes changing places.



LESSON 6: Activity Sheets

What are the main planning processes associated with urbanisation?

Background: The urbanisation process

Recent developments that have occurred in the Edmondson Park area include:

1. Infrastructure provision. This is an essential part of the precinct planning process that precedes the release and rezoning of land for urban development. The major transport infrastructure for this area is the South West Rail Link with stations at Leppington and Edmondson Park.
2. Land release and rezoning for urban development. Until 2016 most releases in Edmondson Park were along Camden Valley Way and between the Hume Highway and Campbelltown Road, in the area known as Bardia.
3. Estate development within seven newly rezoned precincts.

Activity 1: Read, interpret and discuss the urbanisation process

Read **Figures 1–4** and examine **Maps 1** and **2** to discuss the processes leading to the rezoning of the Edmondson Park area for urban development.

Identify and list the main processes below.

How have these processes resulted in changes to the Edmondson Park area?

Activity 2: Visual literacy (observe, analyse and respond)

Observe, analyse and respond to a video to identify and analyse changes occurring in Edmondson Park as a result of urbanisation processes.

Watch the video, *South West Rail Link Aerials*, filmed in February 2015 when the South West Rail Link stations of Leppington and Edmondson Park were opened.

<https://www.youtube.com/watch?v=GdTMKbucrAg>

Revisit your sketch map and mind map from **Lesson 1**.

1. Locate Edmondson Park Station on your sketch map. Explain the connection between railway stations and precinct planning. (See: **Figure 3**)

2. Why is precinct planning an important step for developing new urban places?

3. It was stated in the media in 2016 that large sections of the Edmondson Park and Leppington precincts were still predominantly rural despite recent land-use changes. Do you agree with this statement? Support your opinion with evidence from the video and photographs from **Lesson 1: Appendix**.

4. What does the size of the railway station car parks suggest about the future of these precincts in South West Sydney?

Activity 3: Internet scavenger hunt and discussion

Investigate recent urban developments and draw conclusions about the nature and extent of urbanisation in Edmondson Park.

Work in pairs to research TWO of the following estates in Edmondson Park. Locate the selected developments on your sketch map.

- Ardennes, Edmondson Park
- Ingleburn Gardens, Estate Edmondson Park
- Village Square, Edmondson Park
- Casuarina Waters, Edmondson Park
- Edmondson Rise, Edmondson Park
- Talana Rise, Edmondson Park
- New Breeze, Bardia (Edmondson Park Precinct).

Record observations for each development in the table below, e.g. housing types, facilities, stage of development and developer. (What? Where? Who? When?)

Contribute to a short class discussion about the extent of urbanisation in Edmondson Park.

Development 1	Development 2
.....

Class brainstorm. Observe the satellite images and photographs of Edmondson Park in **Lesson 1: Appendix**. Suggest why large areas of land in Edmondson Park remained undeveloped in early 2016. (Refer to **Lessons 1–6**).

Record three suggestions here.

Make a concluding statement:

To what extent is the urbanisation of Edmondson Park completed?

What economic, social and environmental factors are influencing the changes taking place at a local scale in Edmondson Park?

Activity 4: Factors driving change at Edmondson Park

Analyse secondary sources, including statistical data, to connect changes in population at a national, state and city scale to those occurring in at the local level in Edmondson Park.

1. *Examine* the text and infographics in **Figures 5–8**.

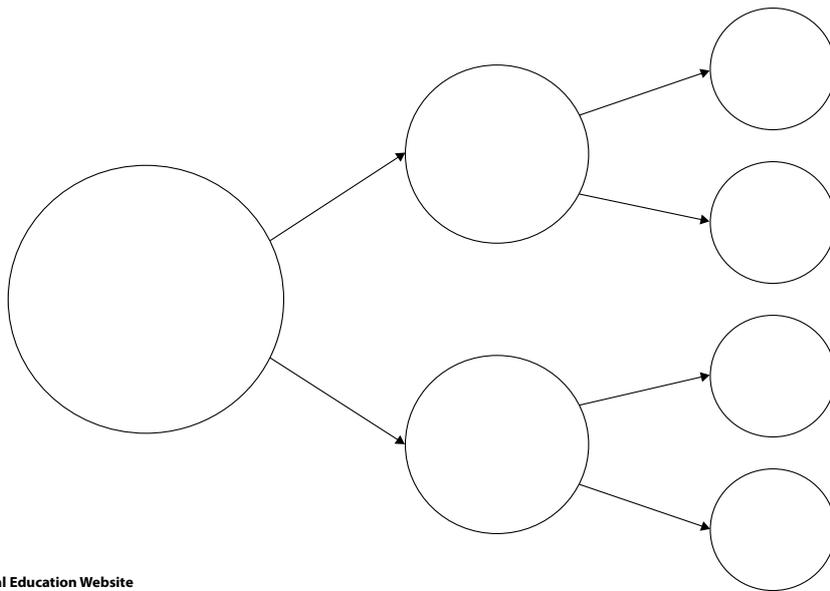
Identify population changes that impact on urbanisation.

Discuss connections between population change at different scales and the urbanisation of Edmondson Park.

The following interactive website can replace **Figures 5–8** for this activity:

<http://www.planning.nsw.gov.au/Research-and-Demography/Demography/Population-Projections>

2. *Demonstrate* your understanding of at least ONE connection between population change, the demand for housing and the urbanisation of Edmondson Park using the **Worksheet: Consequence chart**.



Use this template as a guide. You can have more or fewer connections in your chart.

Source: <http://www.globaleducation.edu.au/resources-gallery/resource-gallery-templates.html>

Global Education Website
www.globaleducation.edu.au

3. *Explain* your consequence chart in a paragraph. Include some statistics in your answer.
4. *Brainstorm* to identify and record other social, economic, environmental and political factors influencing the urbanisation in Edmondson Park, for example, housing affordability and lifestyle choices.



LESSON 6: Appendix

FIGURE 1

Government planning: Priority Growth Areas for Sydney

Priority Growth Areas for North West and South West Sydney were introduced in 2005 by the NSW Government to plan for urban growth on the edge of the city.

According to Planning & Environment NSW, the new communities in the growth centres will accommodate 500 000 people over 30 years, provide schools, services, business and leisure opportunities close to where people live, and reduce travelling times and congestion.

A growing population means Sydney needs to provide housing for an estimated 1.7 million extra people by 2036 ... almost a third of which will be in “greenfield” developments in the priority growth areas.

MAP 1

North West and South West Growth Centres



Source: Sydney Growth Centre Strategic Assessment Program Report, p.2.

<http://www.environment.gov.au/epbc/notices/assessments/pubs/sydney-growth-centres-program-report.pdf>

FIGURE 2

South West Sydney Priority Growth Area

The **South West Sydney Priority Growth Area** covers almost 17,000 hectares within Liverpool, Camden and Campbelltown local government areas.

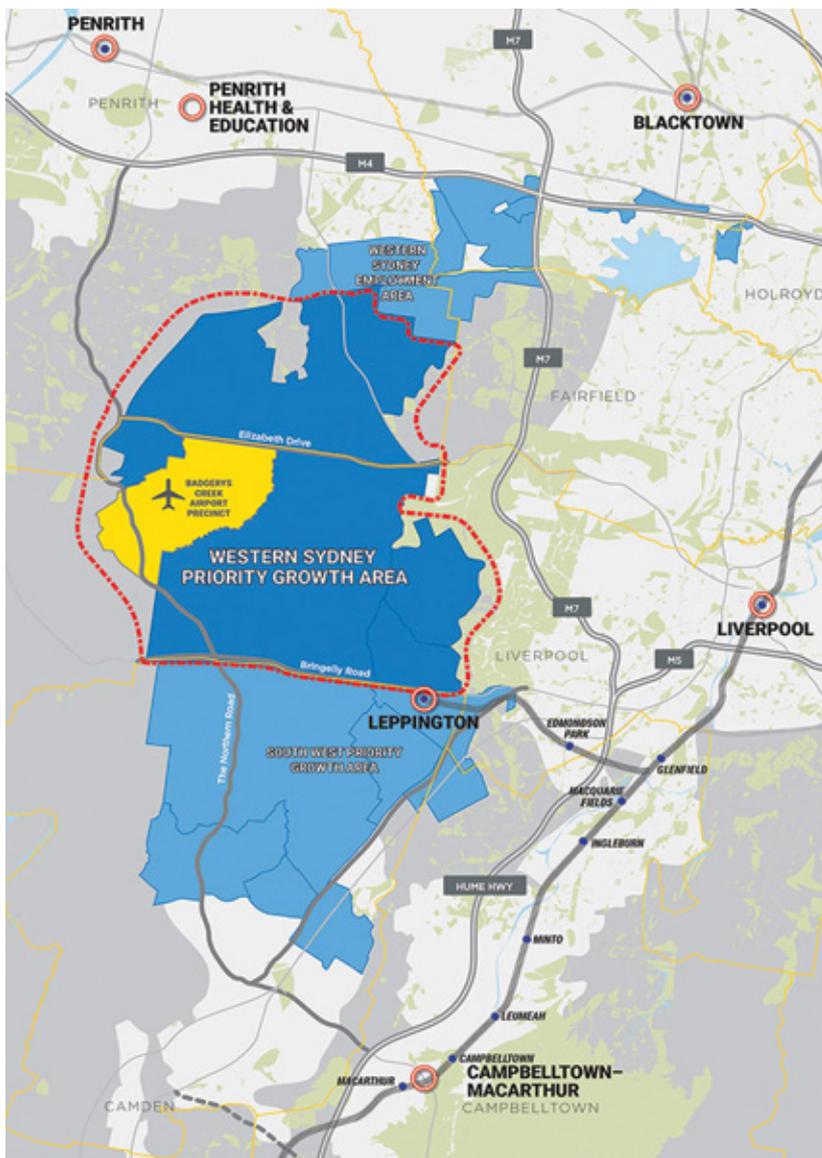
Eighteen precincts within the growth area are being released in stages and rezoned for urban development. The major urban centre will be Leppington where homes for about 300,000 residents will be built. Seven precincts have been rezoned so far, including Edmondson Park potentially resulting in over 42,000 homes for about 130,000 people and 22,000 jobs. See Map 2.

In 2016, Leppington Precinct underwent Precinct Planning to provide up to 9000 homes.

Source: <http://www.planning.nsw.gov.au/Plans-for-your-area/Priority-Growth-Areas-and-Precincts/South-West-Priority-Growth-Area>

MAP 2

South West Sydney Priority Growth Area



Source: <http://www.planning.nsw.gov.au/Plans-for-your-area/Priority-Growth-Areas-and-Precincts/South-West-Priority-Growth-Area/Map>.
Copyright © NSW Department of Planning and Environment

FIGURE 3

Precinct planning

“Precinct Planning coordinates the planning and delivery of water, wastewater, recycled water, power, roads, transport and other services in time to service new communities”.

The benefit of precinct planning is better communities with facilities and infrastructure to fully support the increased population by providing:

- a diversity of housing types – from traditional houses to higher density apartments
- access to public transport, jobs, shops, services and open spaces
- bushland and waterways to enhance biodiversity and provide green, open spaces
- a diversity of employment opportunities and links to major employment areas using public transport.

Source: NSW Department of Planning and Environment.

<http://www.planning.nsw.gov.au/Plans-for-your-area/Priority-Growth-Areas-and-Precincts>

FIGURE 4

The Edmondson Park Precinct

Status	Rezoned for development – May 2008
Area	827 hectares
Dwelling capacity	6 000
Population capacity	18 000

A number of precincts were planned as part of the Department of Planning’s South West Priority Growth Area initiative.

Under the Local Environmental Plans (LEP) land was zoned for urban development in the Liverpool and Campbelltown Councils following on from precinct plans. Development Control Plans (DCP) further detail and assist Development Applications to guide the developments.

The suburb of Edmondson Park has a new station central to its development and has been planned to be a Transit Orientated Development (TOD) developed from a Masterplan to ensure the densities are concentrated within walking distance from transport. Edmondson Park covers an area of 800ha and is planned to house 25,000 people in the future.

The suburb formerly an ex defence site was developed by Landcom, also known as UrbanGrowth NSW and included in its masterplan a town centre located near the train station. Most of the land has been sold as superlots to developers for residential and/or commercial projects in accordance with the Concept Plan, LEP’s and DCP’s. residential and / or commercial projects in accordance with the Edmondson Park Development Control Plan.

Sources: NSW Department of Planning and Environment. <http://www.planning.nsw.gov.au/Plans-for-your-area/Priority-Growth-Areas-and-Precincts/South-West-Priority-Growth-Area/Edmondson-Park>

Veerhuis, J. (2014) “Land near rail link to become home to thousands”, Sunday Telegraph, April 4, 2014. **

<http://www.dailytelegraph.com.au/news/nsw/land-near-rail-link-to-be-home-to-thousands/story-fni0cx12-1226874713377>

FIGURE 5

Population change and concentrated settlement

Australia:

- the Australian population grew at a rate of 1.4% between 2014 and 2015 to reach an estimated 24 million in 2016
- migration contributed 53% of this growth
- on current trends, a million persons will be added to Australia's population every two to three years resulting in a population of 40 million by 2050.
- 61% of Australia's population is concentrated into the five largest coastal cities.

NSW and Sydney:

- 32% of Australia's population lives in NSW (7.6 million)
- 64% of the NSW population lives in Sydney
- net overseas migration was the major component of the NSW population change 2013–2014
- NSW population grew at a rate of 1.4% over that time
- Greater Western Sydney grew by 1.6% (29 781 people) with 5 890 of those in the South West
- Eastern Sydney grew by 1.0%
- most migrants arriving in Australia settle in capital cities, with Sydney absorbing the largest proportion
- a slowing of interstate migration from NSW to other states is influencing population size.

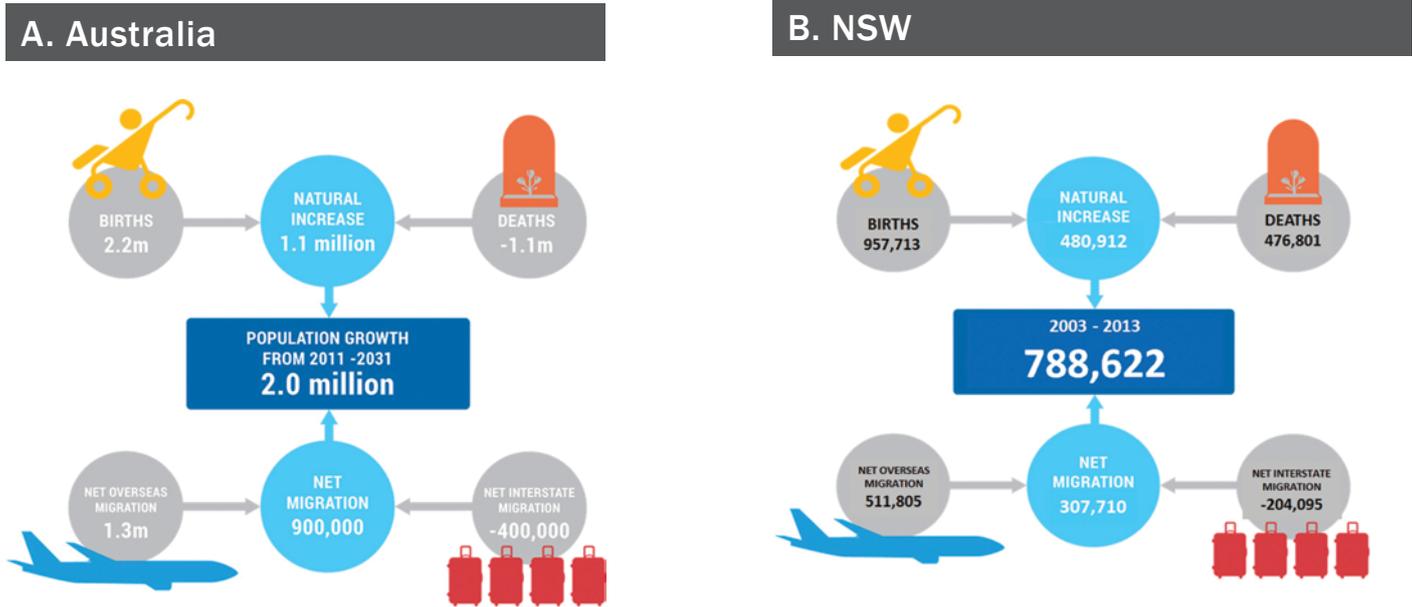
Population structure:

- Australia's population is ageing
- there are more single-person households than ever before
- there is a demand for a variety of housing types to cater for different age groups, family arrangements and lifestyle choices.

Source: ABS 2015

FIGURE 6

Projected population growth to 2031

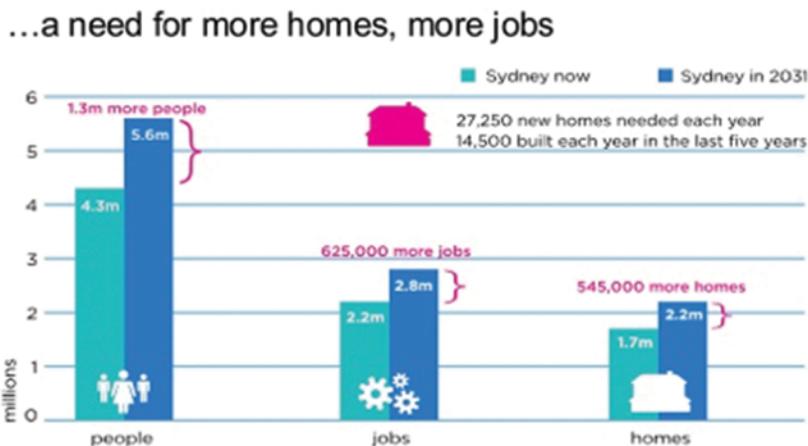


Source: NSW Department of Planning and Environment.
<http://www.planning.nsw.gov.au/Research-and-Demography/Demography/Population-Projections>

FIGURE 7

Projected demand for housing and jobs in Sydney

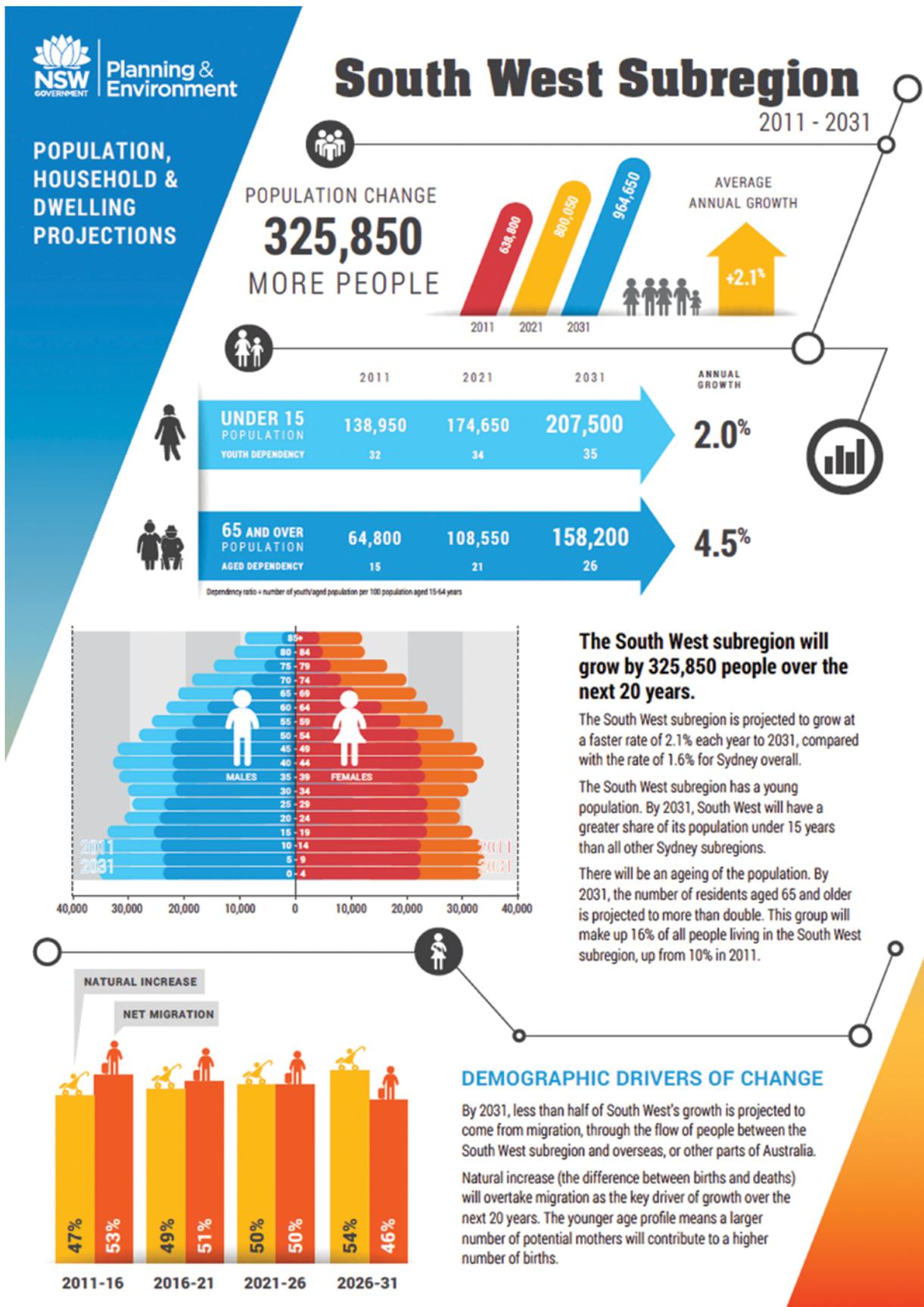
More people and households...



Source: NSW Department of Planning and Infrastructure.
<http://www.slideshare.net/PlanningInfrastructure/draft-metropolitan-strategy-for-sydney>

FIGURE 8

Projected population changes in South West Sydney



Source: NSW Department of Planning and Environment.
<http://www.planning.nsw.gov.au/Research-and-Demography/Demography/Population-Projections>

POPULATION, HOUSEHOLD & DWELLING PROJECTIONS

SOUTH WEST SUBREGION 2011 - 2031

HOUSEHOLD CHANGE
121,200
MORE HOUSEHOLDS

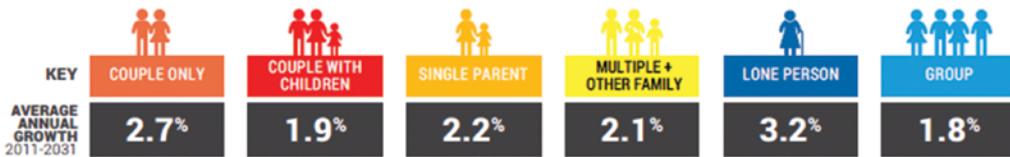
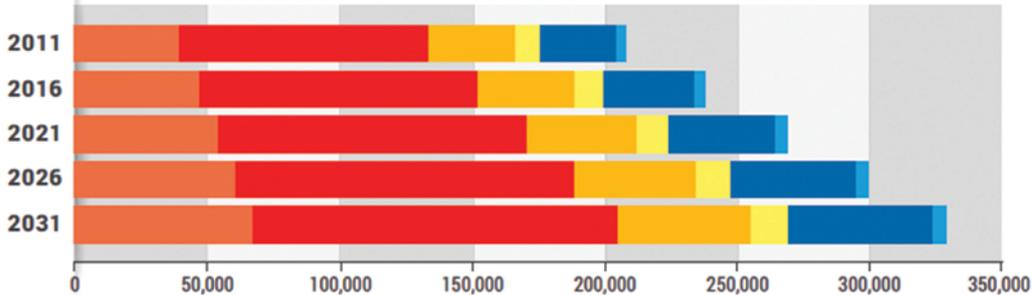


FUTURE HOUSEHOLD CHANGE

Continued population growth and population ageing will result in increased numbers of couple only and lone person households. The large number of people aged in their 30s and 40s will contribute to almost a 50% increase in households with children.



AVERAGE HOUSEHOLD SIZE



126,900
NEW HOMES NEEDED
FROM 2011 - 2031



Region: The South West Subregion comprises the five Local Government Areas as defined by the NSW Department of Planning and Environment: Camden, Campbelltown, Fairfield, Liverpool, and Wollondilly. Sydney refers to the 41 Local Government Areas as defined by NSW Department of Planning and Environment.
Disclaimer: While every reasonable effort has been made to ensure that these projections are correct at the time of release, the State of New South Wales, its agents and employees, disclaim any and all liability to any person in respect of anything or the consequences of anything done or omitted to be done in reliance upon the whole or any part of these projections. **Date of release:** ©2015 www.planning.nsw.gov.au



LESSON 7: Edmondson Park South: urban planning, continuity and change

Key inquiry question

How does Edmondson Park South reflect urban planning for both continuity and change?

Contributing questions

What is unique about Edmondson Park South?

In the future what will be the same and what will be different in Edmondson Park South?

What type of community is envisioned for the future of Edmondson Park South?

Lesson focus

Planning for continuity and change in the urbanisation process.

Planners make decisions about what to keep and what to change when developing new places and consider the perspectives of different groups.

The inclusion of places with natural and cultural heritage value (continuity) in urban planning processes (change) with reference to the *Edmondson Park South Development Control Plan 2012* and *Ingleburn Military Heritage Precinct Management Strategy*.

Links to syllabus topics

Changing Places (Stage 5): Australia's urban future.

Environmental Change and Management (Stage 5): Urban environments.

Links to syllabus outcomes

Students:

- explain processes and influences that form and transform places and environments (GE5-2)
- account for the perspectives of people and organisations on a range of geographical issues (GE5-4)
- acquire and process geographical information by selecting and using appropriate and relevant geographical tools of inquiry (GE5-7)
- communicate geographical information to a range of audiences using a variety of strategies (GE5-8).

Syllabus concepts

Place – significant places such as the Heritage Precinct.

Space – land zoning in Development Control Plans.

Environment – natural and cultural environments within the precinct.

Change – changes to the Defence site and Cumberland Plain woodland.

Scale – local changes and state and national influences.

Geographical concepts

- Conservation agreement.
- Development Control Plan.
- Heritage values.
- Environmental values.
- Biodiversity.

Learning across the curriculum links

Critical and creative thinking – interpreting photographs, analysing a document, using different perspectives, justifying a position. Applying the concepts of continuity and change.

Literacy – using text sources, writing paragraphs to describe, explain and justify.

ICT – using ICT to gather and communicate geographical information.

Personal and social capability – working collaboratively.

Inquiry skills

Acquiring geographical information – maps, photographs and websites

Processing geographical information – interprets, describes, explains, justifies

Communicating geographical information – written, oral, ICT

Geographical tools

Use of maps, visual representations, spatial technologies.

Lesson requirements

- Activity Sheets and Lesson 7: Appendix,
- Edmondson Park South Development Control Plan (DCP) 2012 OR Internet access,
- Optional: Collaborative software such as Google Docs.

Assessment (Formative Assessment)

Students:

- *identify* actions taken by state and federal governments that will influence the future of Edmondson Park South
- *recognise* natural and cultural features of Edmondson Park South that will change OR remain the same under the Development Control Plan
- *discuss* the benefits to Edmondson Park and Western Sydney communities of incorporating new and existing features into the planned urban environment
- *justify* the inclusion of natural places and heritage sites into urbanisation processes
- *connect* DCP desired outcomes to continuity and change.

References: websites and resources

Edmondson Park South Development Control Plan:

<http://www.landcom.com.au/publication/edmondson-park-south-development-control-plan/>

Australian Government Department of Environment and Energy, *Conservation agreements*:

<http://www.environment.gov.au/protection/environment-assessments/conservation-agreements>

Edmondson Park Master Plan:

<https://www.yumpu.com/en/document/view/53652156/edmondson-park-master-plan-landcom>

Liverpool Council:

<http://www.liverpool.nsw.gov.au/planninganddevelopment/strategic-planning/edmondson-park>

Campbelltown Council:

<http://www.campbelltown.nsw.gov.au/RBD/BuildAndDevelop/PlanningPoliciesandControls/DevelopmentControlPlans>

Office of Environment and Heritage, Ingleburn Military Heritage Precinct and Mont St Quentin Oval:

<http://www.environment.nsw.gov.au/heritageapp/ViewHeritageItemDetails.aspx?ID=5060333>

Watch the video clip “Edmondson Park makes history”:

<http://www.landcom.com.au/youtube-gallery/ed-park-makes-history/>

Landcom media article “Soldiers honoured at Edmondson Park”:

<http://www.landcom.com.au/soldiers-honoured-at-edmondson-park/>

Landcom: Edmondson Park Town Centre:

<http://www.landcom.com.au/sydneys-newest-town-centre-at-edmondson-park/>

Edmondson Park Town Centre plan:

<https://www.jbourban.com.au/project/edmondson-park-town-centre-master-plan-and-dcp>

Department of Environment and Planning: Sydney’s Growth Centres:

<http://www.planning.nsw.gov.au/Plans-for-your-area/Priority-Growth-Areas-and-Precincts/South-West-Priority-Growth-Area/Edmondson-Park>

Environmental Protection Biological Conservation Act:

<http://www.environment.gov.au/protection/environment-assessments/conservation-agreements>

Cumberland Land Conservancy: <http://www.cumberlandlc.org.au/index.html>

Office of Environment and Heritage NSW, Ingleburn Military Heritage Precinct Management Strategy, *Statement of significance*:

<http://www.environment.nsw.gov.au/heritageapp/ViewHeritageItemDetails.aspx?ID=5060333>

Heritage Council of NSW, “Criteria for Listing on the State Heritage Register”, *Heritage Act 1977*: <http://www.environment.nsw.gov.au/resources/heritagebranch/heritage/listings/criteria.pdf>

Roads and Maritime (April 2013) *Appendix M Campbelltown Road MR177: Non-Aboriginal Heritage Assessment*: <http://www.rms.nsw.gov.au>

Roads and Maritime (June 2014) *Campbelltown Road Landscape Heritage Assessment*:

<http://www.rms.nsw.gov.au/projects/sydney-west/campbelltown-road-upgrade/project-documents.html>

Heritage Council of NSW (gazetted 15 March, 2013) *Register of the National Estate*:

<http://www.environment.nsw.gov.au/heritageapp/HeritageItemImage.aspx?ID=5060333#ad-image-8>



LESSON 7: Overview

Key inquiry question

How does Edmondson Park South reflect urban planning for both continuity and change?

Contributing questions

What is unique about Edmondson Park South?

Activity 1: Locate Edmondson Park South and significant sites

Describe the location of Edmondson Park South.

Recall what you know.

Describe significant sites.

Identify actions taken by state and federal governments that will influence the future of Edmondson Park South.

In the future what will be the same and what will be different in Edmondson Park?

Activity 2: Identify continuity and change

Recognise how the Ingleburn Defence site has changed over time.

List natural and cultural features of Edmondson Park South that will change OR remain the same under the Development Control Plan.

Discuss the benefits to Edmondson Park and Western Sydney communities of incorporating new and existing features into the planned urban environment.

Activity 3: Consider different perceptions

Consider the perspectives of different people when justifying the inclusion of natural places and heritage sites into urbanisation processes.

What type of community is envisioned for the future of Edmondson Park South?

Activity 4: Analyse the Edmondson Park South Development Control Plan (DCP)

Summarise the main vision for Edmondson Park South.

List outcomes linked to continuity and change.

Identify characteristics of the new Town Centre.

Activity 5: Collaborative analysis of DCP design features

Complete a table.

Conclusion

Respond to the Key Inquiry question.



LESSON 7: Activity Sheets

How does Edmondson Park South illustrate planning for change and continuity?

Background

Conservation agreement: an agreement between the Australian Government Environment Minister and another person for the protection and conservation of biodiversity in an area of land or sea.

Conservation agreements are legally binding on the Commonwealth, all other parties to the agreement and any parties that gain an interest in any part of the area after the agreement is entered into.

Australian Government Department of Environment.

A *Development Control Plan (DCP)* provides detailed planning and design guidelines for local authorities and developers.

Edmondson Park South is a “greenfield” site in the Edmondson Park precinct. A Development Control Plan (DCP) for Edmondson Park South came into effect in late 2012 with the purpose of guiding the development of residential, open space, recreation, retail and commercial land uses within the site. Without a DCP, development consent would not be granted. Developers will use the DCP to create detailed master plans for sections of the site.

Lesson requirements:

- Edmondson Park South Development Control Plan 2012
- [Lesson 7: Appendix.](#)

What is unique about Edmondson Park South?

Activity 1: Locate Edmondson Park South and significant sites

Describe the location of Edmondson Park South in relation to the Edmondson Park precinct studied in **Lesson 1: Appendix** (Use **Map 1** and **Figure 1**).

Recall what you know about this section of Edmondson Park.

Refer to **Figures 2–6** and **Map 2**.

Briefly describe significant sites in Edmondson Park South.

What actions taken by state and federal governments will influence the future of important natural and cultural sites in Edmondson Park South?

In the future what will be the same and what will be different in Edmondson Park?

Activity 2: Identify continuity and change

Refer to **Figure 5**, satellite images of Edmondson Park and **Map 1**.

How has the Ingleburn Defence site changed over time?

*List natural and cultural features of Edmondson Park South that will change OR remain the same under the plan shown in **Map 1**.*

Include reference to physical and cultural features, including infrastructure.

Change	Remain

Activity 3: Consider different perceptions

As a class *discuss* the benefits to Edmondson Park and Western Sydney communities of incorporating new and existing features into the planned urban environment of Edmondson Park South.

Watch the video clip *Edmondson Park makes history*.

Justify the inclusion of natural places and heritage sites into urbanisation processes from the perspective of the following groups of people

- Older people, particularly Defence personnel linked to the site.

- Young families moving into the community.

- Teenagers.

What type of community is envisioned for the future of Edmondson Park South?

Activities 4 and 5 will prepare students for a creative assessment activity in the next lesson.

Activity 4: Analyse the Edmondson Park South Development Control Plan (DCP)

Students need access to the Edmondson Park South **DCP** 2012 document for this activity (Online or hard copy of sections).

As a *class*, browse sections of the DCP document and discuss:

- vision and desired outcomes
- character areas
- residential dwelling targets and stages
- Edmondson Park Town Centre.

1. Summarise the main vision for Edmondson Park South.

2. List three desired outcomes relevant to the concept of continuity.

3. List three desired outcomes linked to the concept of change.

4. Briefly state the main features that will characterise the new Town Centre.

- Read about the Town Centre on the Landcom website (**Figure 7** image).
- Revisit the *Edmondson Park YouTube Tour* shown from **Lesson 1: Activity 3**.

WORKSHEET: Analysing the Edmondson Park South DCP

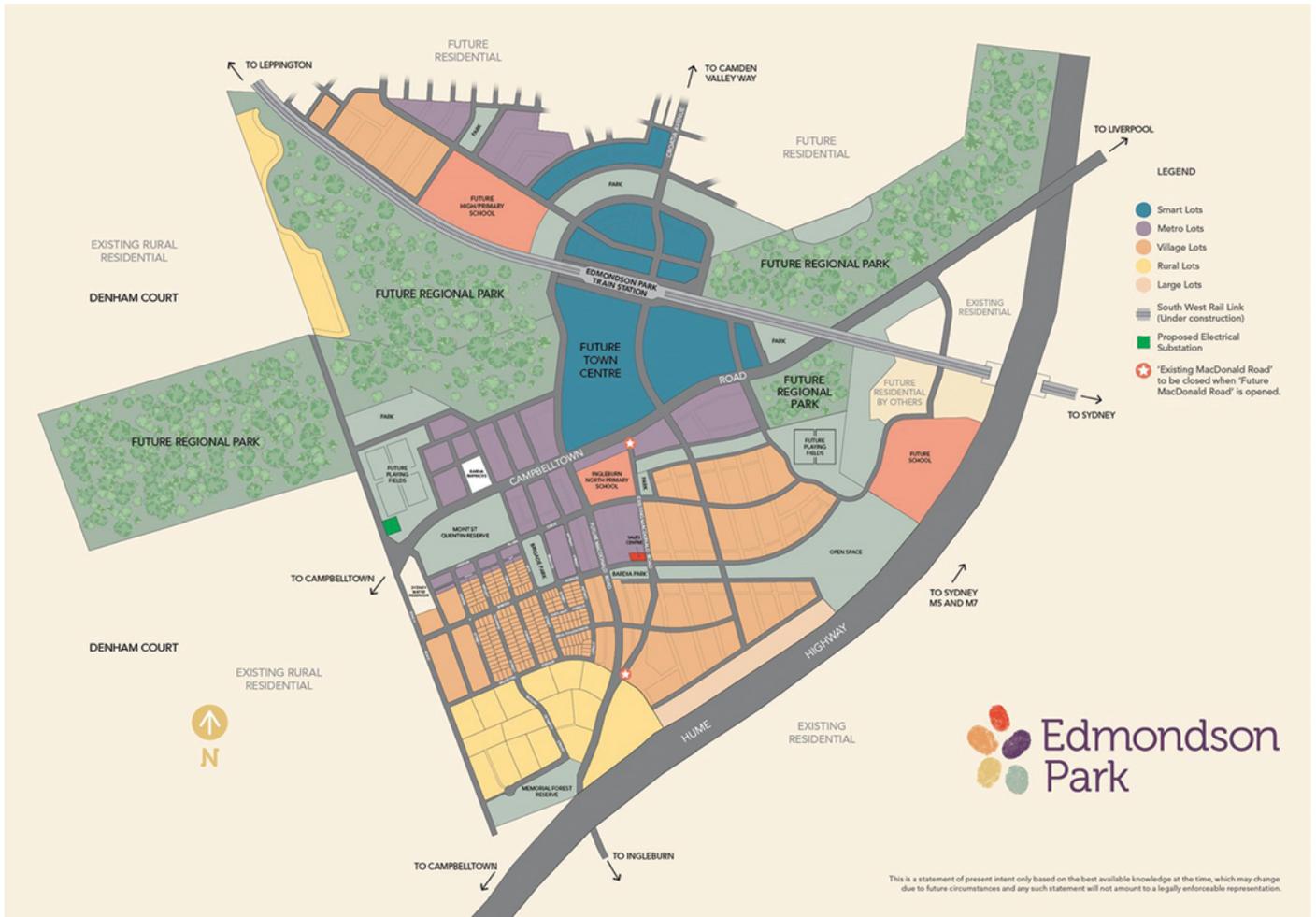
Content Area	Design features
<p>1. Transport design features and networks. (Streets, public transport, pedestrians, cycle network.)</p>	
<p>2. Open space network.</p>	
<p>3. Community, health and safety.</p> <p>Schools, childcare centres, community facilities.</p> <p>Safety and security.</p> <p>Noise and vibration.</p>	
<p>4. Environmental Management and Heritage conservation.</p>	



LESSON 7: Appendix

MAP 1

Edmondson Park South



Sources: Landcom: Master Plan for Edmondson Park South, p.1.

Another version available in the Edmondson Park South Development Control Plan 2012, p.9 (<http://www.landcom.com.au/publication/edmondson-park-south-development-control-plan/>).

FIGURE 2

Natural environment of significance

Cumberland Plain Woodland once covered about 30% of the Sydney Basin. (Map 2, below)

Today less than 6% (about 6400 hectares) remains in fragments scattered across the western suburbs of Sydney including Edmondson Park South. Grey Box and Forest Red Gum make the forest distinctive from other plant communities. Spotted Gum, Stringybark, Blackthorn, Kangaroo Grass and Weeping Meadow Grass are other significant species. Many of the remaining fragments are degraded, overrun by introduced plants species and under pressure from urban development.

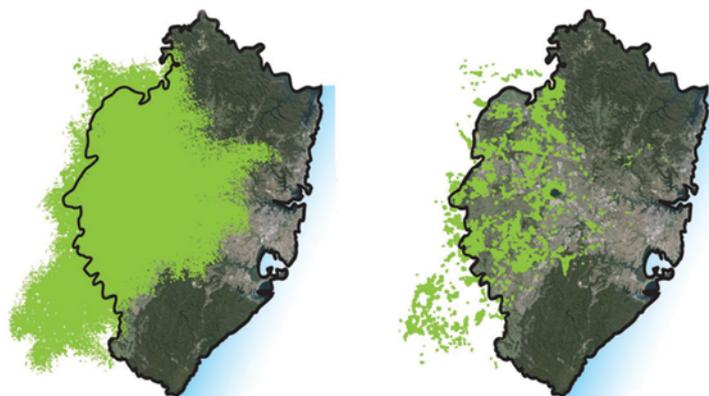
In 2009, the *Cumberland Plain Woodland* was granted **conservation status** at both state and national levels as a *Critically Endangered Ecological Community*.

As a result a **Conservation Agreement** was required between federal and state government departments and Liverpool and Campbelltown councils before land in Edmondson Park South could be released and zoned for development. The agreement included the establishment of a 150-hectare Regional Park (Cumberland Plain Woodland), a network of open spaces and plans to rehabilitate degraded areas of woodland.

Sources: Department of Environment and Planning: *Sydney's Growth Centres*, Conservation agreements related to the development of the Edmondson Park Precinct under the Environmental Protection Biological Conservation Act.

MAP 2

Cumberland Plain Woodland: critically endangered



In 1788 Cumberland Plain Woodlands covered 107,000 hectares occupying approximately 30 per cent of the Sydney Basin.

Today less than 6% remains in small fragments scattered across the western suburbs of Sydney, totalling only 6,400 hectares.

Source: *Cumberland Land Conservancy*.

FIGURE 3**Aboriginal heritage sites and artifacts**

Sites of Aboriginal cultural heritage have been identified in Edmondson Park South.

The Concept Plan for Edmondson Park South included an *Aboriginal Cultural Heritage Assessment Report* completed by Liverpool Council. While many archaeological sites were very degraded and artifacts scattered, some sites were recognised for potential protection within urban development planning.

See **Lesson 1: Appendix: Figure 7**

Source: *Edmondson Park South, Development Control Plan 2012 (November 2012, Campbelltown City Council. Available at: www.campbelltown.nsw.gov.au/files/assets/public/document-resources/builddevelop/planning-policies-and-controls/edmondsonparksouthdevelopmentcontrolplan2012.pdf*

FIGURE 4**Non-indigenous heritage**

Edmondson Park South predominantly comprises the former Ingleburn Defence Site.

(See **Figure 5**)

The Ingleburn Military Heritage Precinct was constructed in 2002 by the Department of Defence, as a way of consolidating some of the heritage values from the larger Ingleburn Army Camp. The heritage value of the precinct and adjacent Mont St Quentin Oval lies in its role as the first purpose-built military training camp for WWII and the community identity associated with the site.

It is of state heritage significance for its association with generations of ex-servicemen who have passed through the site to active service or National Service training. Items within the precinct and the Mont St Quentin have symbolic meaning to people associated with the place.

The Ingleburn Military Heritage Precinct and Mont St Quentin Oval sites were listed as a State Significant site in 2011 and placed on the State Heritage Register as one site in 2013. This gave legal protection to the site and meant the Heritage Council must approve any changes e.g. Campbelltown Road upgrade that may affect the site. Zoning and development of Edmondson Park South would now come under state planning rather than local policies (e.g. State Environmental Planning Policy 2005)

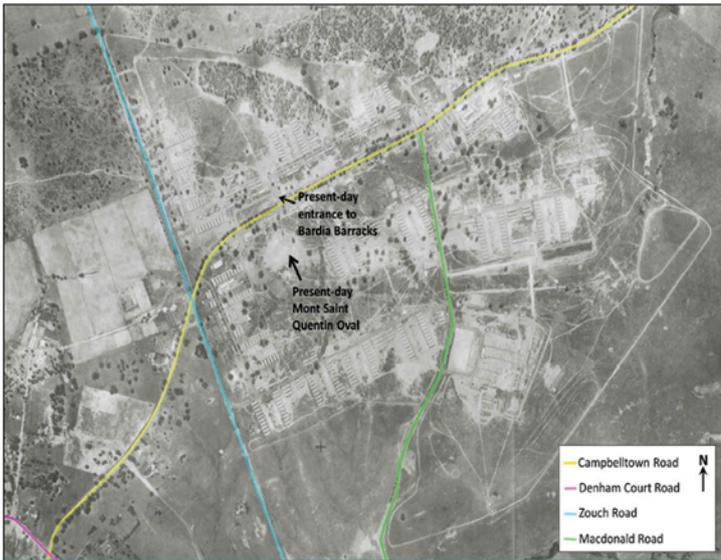
Campbelltown and Liverpool Local Environment Plans also protect heritage sites.

In late-2011 the state government approved the development of a Concept Plan for residential mixed-use development in the Edmondson Park South site by Landcom.

Sources: *Ingleburn Heritage Precinct Management Strategy; State Heritage Register.*

FIGURE 5

Ingleburn Defence Site satellite images

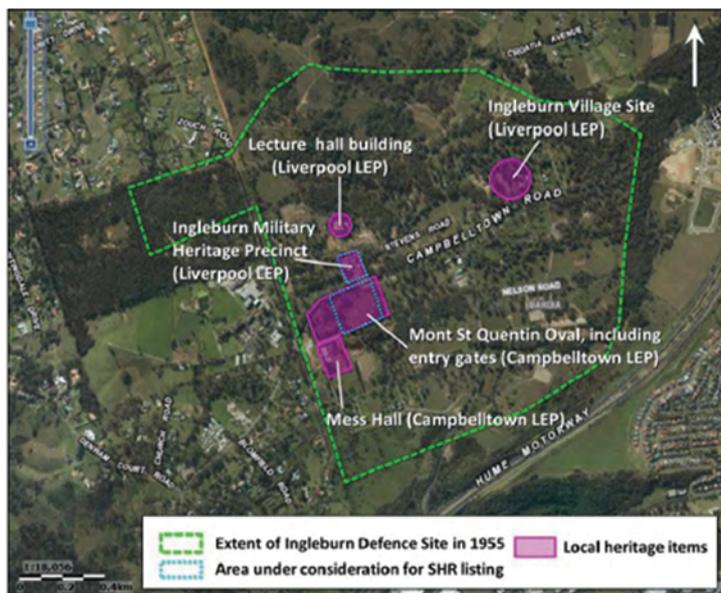


a. Ingleburn Defence Site 1947



- 1. Mont St Quentin Oval
- 2. Bardia Barracks and entry gates
- 3. Lecture Hall building
- 4. Mess and Dining Hall complex
- 5. Bambi Kindergarten and Korean War Memorial
- 6. Cottages - Ingleburn Village Group
- 7. Memorials
- 8. Sewerage plant

b. Defence Site boundaries and remaining features



- Extent of Ingleburn Defence Site in 1955
- Area under consideration for SHR listing
- Local heritage items

c. Ingleburn Defence Site, state and local heritage sites.

Sources: NSW government Roads and Maritime Services (2013) Appendix M Campbelltown Road MR177: Non-Aboriginal Heritage Assessment; Campbelltown Road Landscape Heritage Assessment.

FIGURE 6

Heritage Council of New South Wales



State Heritage Register entry for Ingleburn Military Heritage Precinct and Mont St Quentin Oval

State Heritage Register
Gazettal Date: 15 March 2013

0 10 20 40 60 80 Metres
Scale: 1:2,000
Produced by: Michelle Galea

Legend
SHR Curtilage
Land Parcels
LGAs
Suburbs

Source: Register of the National Estate.

FIGURE 7

Artist Impression of Edmondson Park Town Centre



Source: Landcom



LESSON 8: Australia's urban future: Liveable, sustainable communities

Key inquiry question

Can Edmondson Park be a model of urban liveability and sustainability in Western Sydney and other “greenfield” sites in Australian cities?

Contributing questions

What are the characteristics of a liveable place?

What features of the Edmondson Park South DCP target social, economic and environmental sustainability?

Are the changes taking place in Edmondson Park creating liveable, sustainable communities?

How can I contribute to a sustainable urban future for my community / locality?

Lesson focus

Students examine strategies used to create economically, socially and environmentally sustainable urban places.

They use this information to devise a master plan for the area

They propose ways in which individuals and communities can contribute to a sustainable urban future for their locality.

The lesson has a fieldwork component.

Links to syllabus topics

Changing Places (Stage 5): Australia's urban future.

Environmental Change and Management (Stage 5): Urban environments.

Links to syllabus outcomes

Students:

- explain the diverse features and characteristics of a range of places and environments (GE5-1)
- assess management strategies for places and environments for their sustainability (GW5-3)
- acquire and process geographical information by selecting and using appropriate and relevant geographical tools of inquiry (GE5-7)
- communicate geographical information to a range of audiences using a variety of strategies (GE5-8).

Syllabus concepts

Place – Edmondson Park as a future liveable and sustainable urban place.

Environment – maintaining environments for the future.

Scale – applying principles to a local place.

Sustainability – strategies that the communities, economies and economic environments for the future.

Geographical concepts

- Liveability
- Sustainability
- Urban design
- Water sensitive urban design
- Economic sustainability
- Social sustainability
- Fieldwork
- Primary Data.

Learning across the curriculum links

Critical and creative thinking – design a master plan incorporating design features from a DCP, the Australian Urban Design Protocol and strategies to achieve sustainability.

Personal and social capability – using fieldwork skills to acquire information.

Civics and Citizenship – applying learning to take action.

Work and enterprise – recognise the role of employment in economic sustainability.

Ethical understanding – protocols associated with conducting fieldwork.

Inquiry skills

Acquiring geographical information – maps, photographs and websites.

Processing geographical information – interprets, describes, explains, justifies.

Communicating geographical information – written, oral, ICT.

Geographical tools

Use of maps, visual representations and spatial technologies (Google Earth Tour Builder).

Lesson requirements

- Activity Sheets and Lesson 8: Appendix
- Edmondson Park South Development Control Plan 2012 OR Internet access
- Internet
- Google Earth Tour Builder
- Site visit to undertake fieldwork.

Assessment (Summative)

Students apply knowledge and understanding about changing places, urbanisation, conservation, liveability and sustainability to create a Master Plan for an undeveloped section of Edmondson Park South.

References: websites and resources

Edmondson Park South Development Control Plan:

<http://www.landcom.com.au/publication/edmondson-park-south-development-control-plan/>

Edmondson Park South Master Plan.

<https://www.yumpu.com/en/document/view/53652156/edmondson-park-master-plan-landcom>

Edmondson Park town centre master plan and Development Control Plan.

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<http://infrastructureaustralia.gov.au/policy-publications/publications/Creating-Places-for-People-an-urban-design-protocol-for-Australian-cities-2011.aspx>

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Edmondson Park Town Centre Master Plan.

<https://www.jbaurban.com.au/project/edmondson-park-town-centre-master-plan-and-dcp>



LESSON 8: Overview

Key inquiry question

Can Edmondson Park be a model of urban liveability and sustainability in Western Sydney and other “greenfield” sites in Australian cities?

Contributing questions

What are the characteristics of a liveable place?

Activity 1: What makes a place liveable?

Refer to **Figure 1** from the Australian Urban Design Protocol and the Edmondson Park South Development Control Plan (DCP).

Discuss the definition of liveability and the criteria used to measure liveability.

Reflect on prior learning about liveability and recall strategies that are used to improve liveability.

Identify and list features of liveability in the Urban Design Protocol that match the vision and outcomes of the Edmondson Park South DCP.

What features of the Edmondson Park South DCP target social, economic and environmental sustainability?

Activity 2: What makes a place “sustainable”?

Refer to **Figure 2** from the Australian Urban Design Protocol and the Edmondson Park South DCP.

Discuss the definition of sustainability and the three essential components of sustainability.

Identify features of liveability in the table with those features that form the vision and outcomes from the Edmondson Park South DCP.

List six of the identified features you consider most important for liveability in Australian urban places.

Are the changes taking place in Edmondson Park creating liveable, sustainable communities?

Activity 3: Fieldwork

Use **Lesson 7: Appendix: Map 1** (from the Edmondson Park South DCP) to plan a fieldwork activity to Edmondson Park. Refer to the Edmondson Park South DCP and **Lesson 8: Appendix**.

Design a fieldwork visit to Edmondson Park and design fieldwork questions and activities:

- to identify characteristics of liveability and sustainability in sections of Edmondson Park already undergoing change from urbanisation
- to select an undeveloped section of Edmondson Park South for which you will create a master plan for development that will result in a sustainable and liveable community when completed. (Assessment).

How can I apply the principles of sustainability to create a master plan and contribute to a sustainable urban future in my own locality?

Activity 4: Assessment

Students:

- create a Master Plan for an undeveloped section of Edmondson Park South that follows the 2012 DCP zoning map and integrates features from the DCP designed to achieve the future vision for Edmondson Park
- annotate the Master Plan to highlight features of liveability and sustainability.

Activity 5: Reflection and personal action

Reflect on your learning to propose ways in which individuals and communities can contribute to a sustainable urban future for their locality. Write about one action you could take to enhance the sustainability of your local community.



LESSON 8: Activity Sheets

Can Edmondson Park be a model of urban liveability and sustainability in Western Sydney and other “greenfield” sites in Australian cities?

Background

Liveability – an assessment of what a place is like to live in using particular criteria such as environmental quality, safety, access to shops and services and cultural activities.

Liveability criteria – these are characteristics used to assess the liveability of places or their contribution to people’s quality of life, for example, infrastructure, environment, employment, etc.

Sustainability – the capacity of the environment to continue to support our lives and the lives of other living creatures into the future, for example, short and long-term implications of environmental change on environments; the importance of sustainable practices to ensure the wellbeing of people; sustainable environmental worldviews and management approaches.

Definitions from NSW Geography Syllabus K–10

Placemaking – is a strategy that focuses on improving people’s quality of life and creating places where every person can enjoy every day through the provision of high quality public places such as town centres, public parks and community meeting places.

Walkability – a measure of how friendly an area is for walking, which has health, environmental, and economic benefits for people and places, brings people together and creates a greater sense of community. Walkability has become an important part of designing new urban places because it is linked to liveability and sustainability.

What are the characteristics of a liveable place?

Activity 1: What makes a place liveable?

As a class, discuss the definition of liveability and the criteria used to measure liveability. Students reflect on their learning about liveability in Stage 4 and recall strategies that are used to improve the liveability of places.

Refer to **Figure 1** from the Australian Urban Design Protocol and the Edmondson Park South DCP.

Identify features of liveability in the table that match the vision and desired outcomes of the Edmondson Park South DCP.

List five of the identified features you consider most important for liveability in new urban places such as Edmondson Park.

What features of the Edmondson Park South DCP target social, economic and environmental sustainability?

Activity 2: Economically, socially and environmentally sustainable places

Refer to **Figures 2, 3, 4** and **5**.

As a class, discuss the definition of sustainability and the three essential components for the sustainability of places. Provide examples such as jobs (economic), connections with people, and places (social), and clean air (environmental).

Refer to **Figure 2** from the Australian Urban Design Protocol and the Edmondson Park South DCP.

Identify features of sustainability that are consistent with the vision and outcomes from the Edmondson Park South DCP.

List five of the identified features you consider most important for sustainability in Australian urban places.

Refer to **Figure 5** to identify features of liveability and sustainability that are the vision for the Edmondson Park Town Centre.

Are the changes taking place in Edmondson Park creating liveable, sustainable communities?

Activity 3: Geographical inquiry – Fieldwork

Use **Lesson 7: Appendix: Map 1** (from the Edmondson Park South DCP) to plan a fieldwork activity to Edmondson Park.

Refer to the Edmondson Park South DCP and **Lesson 8: Appendix**.

The aims of the fieldwork are

- to identify characteristics of liveability and sustainability in sections of Edmondson Park already undergoing change from urbanisation.
- to select an undeveloped section of Edmondson Park South for which you will create a Master Plan for development that will result in a sustainable and liveable community when completed. (Assessment).

Step 1:

- Use a satellite photo (**Lesson 1: Appendix: Figure 3**) or your sketch map (**Lesson 1: Activity 2**) to choose a site that is or has already undergone urbanisation in Edmondson Park.
- Use **Lesson 7: Appendix: Map 1** and a recent satellite image to choose an undeveloped site in Edmondson Park South.
- Choose four other locations (based on your learning from **Lessons 1–8**) to visit. These sites should have features you can link to liveability and sustainability e.g. railway station.

Step 2:

- Develop a set of questions to answer and activities to complete at each site, for example, photographing, measuring.

Some options include:

- developing a liveability and sustainability checklist that could be checked at each site
- creating a survey about liveability and sustainability for residents of newly developed areas within Edmondson Park.

Step 3:

- Site visit to make observations and collect primary data.

Step 4:

- Draw conclusions about the liveability and sustainability of each site.

Step 5:

- Use Google Earth Tour Builder (a spatial technology) to record the findings from your fieldwork.

How can I apply the principles of sustainability to create a master plan and contribute to a sustainable urban future in my own locality?

Activity 4: Assessment

Refer to **Lesson 8: Appendix**, the fieldwork in **Activity 3**, and other sources used throughout **Lessons 1–8**.

By applying their knowledge and understanding of the processes of urbanisation and change, liveability and sustainability in Edmondson Park, students will:

- create a Master Plan for an undeveloped section of Edmondson Park South
- refer to the Edmondson Park South DCP 2012 map (See *Edmondson Park South Development Control Plan 2012*, p. 9, <http://www.landcom.com.au/publication/edmondson-park-south-development-control-plan/>) and recent satellite images to choose an appropriate site
- integrate design features from the DCP designed to achieve the future vision and desired outcomes for Edmondson Park
- annotate the master plan to highlight features of liveability and sustainability in new urban places.

Students should refer to master plans of some estates in Edmondson Park already developed for ideas such as those examined in **Lesson 8** or **Figure 6**, the Stage 2 and 7 Master Plan. (See References: websites and resources.)



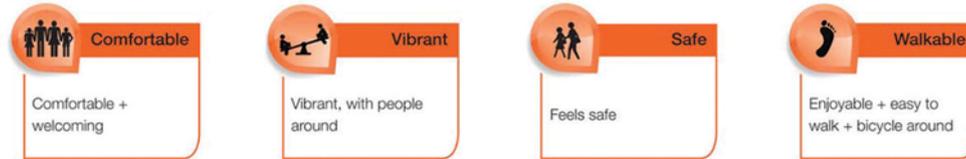
LESSON 8: Appendix

FIGURE 1

Features of a “liveable” place

PEOPLE: LIVEABILITY

Creates the context for people to engage with each other



Principles	Outcomes	Attributes – How it helps to achieve world-class urban design
Comfortable	Comfortable + welcoming	<ul style="list-style-type: none"> It feels comfortable to walk through, sit, stand, play, talk, read, or just relax and contemplate It is not too exposed to unpleasant noise, wind, heat, rain, traffic or pollution You can freely use the place, or at least part of it, without having to pay You can be yourself and feel included as part of the community It caters for people with various physical capabilities, the old and the young
Vibrant	Vibrant, with people around	<ul style="list-style-type: none"> You can see that there are other people around People are enjoying themselves and each other's company There are places to meet and interact, play, explore, recreate and unwind It is a place you want to visit, experience, or live in
Safe	Feels safe	<ul style="list-style-type: none"> It feels safe and secure, even at night or on your own There aren't signs of decay such as graffiti, rubbish, weeds or derelict buildings and places Roads and paths are safe for adults and children to walk or ride their bikes
Walkable	Enjoyable + easy to walk + bicycle around	<ul style="list-style-type: none"> It prioritises people walking or riding before vehicles It is easy to get around on foot, bike, wheelchair, pushing a pram or wheeling luggage Buildings and streets feel like they're the right size and type for that place It encourages physical activity and social interaction, and promotes a healthy lifestyle

Source: Creating Places for People: An Urban Design Protocol for Australian cities, p9, 10

FIGURE 2

Features of a sustainable and productive place

PLACE: PRODUCTIVITY + SUSTAINABILITY

Creates the context for people to engage with the place



Principles	Outcomes	Attributes—How it helps to achieve world-class urban design
Enhancing	Enhances the local economy, environment + community	<ul style="list-style-type: none"> It respects the needs and aspirations of the community that lives and works there It creates opportunities for people to prosper and local businesses to thrive It sustains and enhances the natural environment It enhances the built environment visually, physically and functionally It celebrates unique characteristics—heritage, culture and community—that create a sense of place and identity
Connected	Connects physically + socially	<ul style="list-style-type: none"> It is well connected to surrounding areas You can see where you are and where you are going There is a range of transport options, including public transport, walking and bicycling It is connected to places with jobs, schools, shops, facilities and services It is connected with the past—the heritage of a place—and with the community and its culture It feels connected with the natural environment
Diverse	Diversity of options + experiences	<ul style="list-style-type: none"> Each locality has its own character and qualities There is a rich range of experiences—how you move around and interact with others, what buildings and spaces look and feel like, and what things you can do There is a range of facilities, services and activities Despite the diversity, there is an overall harmonious blend You can take different routes depending on your mood, or if you're visiting different places on your way It meets different people's needs, including a diversity of housing options There is biodiversity in the flora and fauna
Enduring	Sustainable, enduring + resilient	<ul style="list-style-type: none"> It is resilient to extreme weather events, natural disasters and a changing climate Things are built to last, where appropriate – they're made of robust materials, are designed well and there's a sense of quality It is visually and aesthetically pleasing as well as practical It is well maintained and cared for It is designed to save resources like water, energy and materials, and minimises its impact on the environment It considers current and future activities and can evolve and adapt over time

Source: Creating Places for People: An Urban Design Protocol for Australian cities, p9, 10

FIGURE 3

Images illustrating sustainability / liveability in Edmondson Park



Public parks



Dual water supply (purple = recycled)



Public transport



Natural places/conservation



Walkability and safety

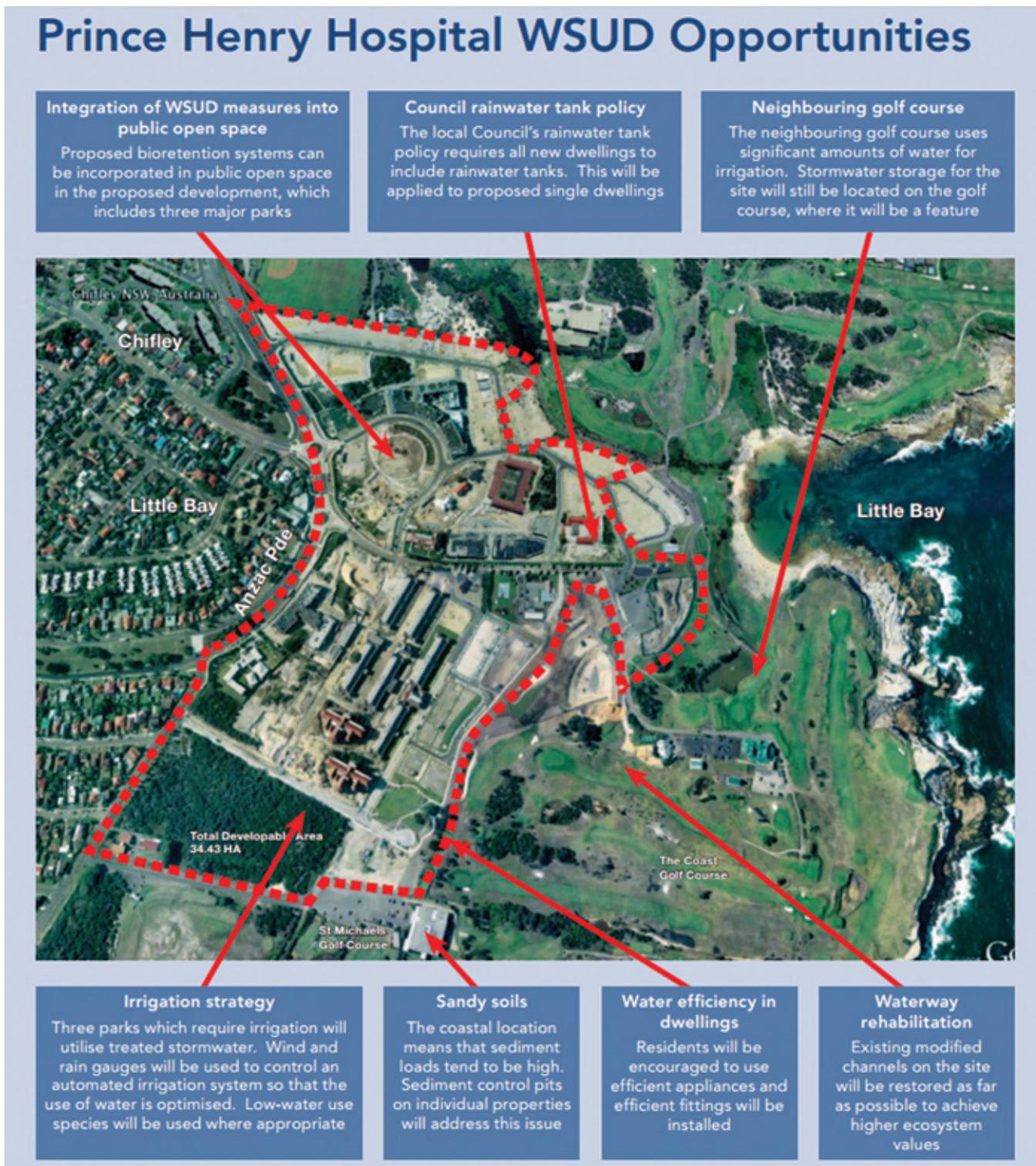


Higher density housing

FIGURE 4

Water-sensitive urban design for sustainable water use

An example of water-sensitive urban design (WSUD) strategies used in a Landcom urban development site.



Source: Landcom: Water Sensitive Urban Design Book 3 Case studies. p. 27
 Copyright ©2017

What features of liveability and sustainability can you identify?

FIGURE 5

Edmondson Park town centre: Sustainability and liveability



Source: Edmondson Park town centre master plan and DCP.
<https://www.jbourban.com.au/project/edmondson-park-town-centre-master-plan-and-dcp>

FIGURE 6

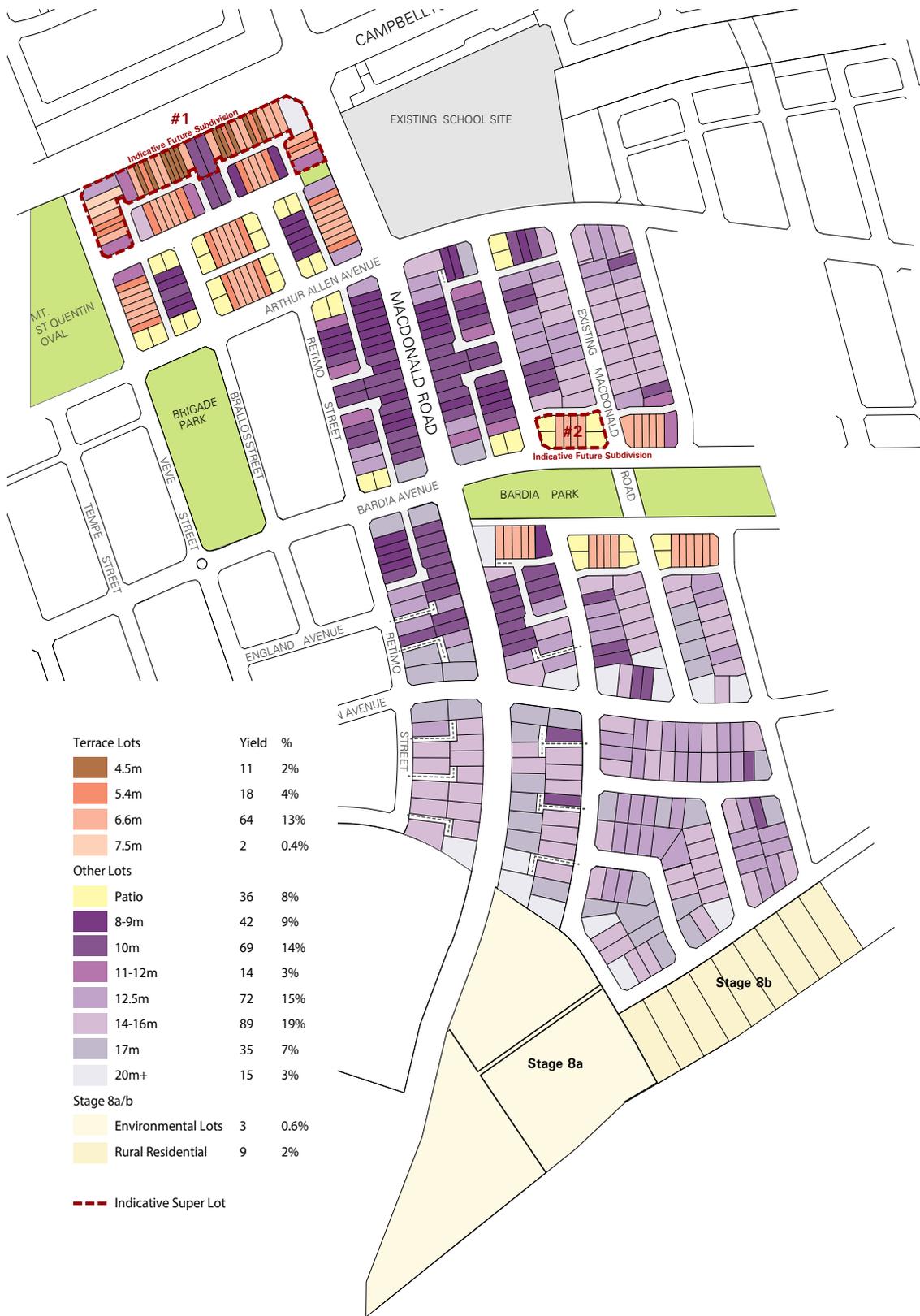
Edmondson Park town centre: Sustainability and liveability



Source: Edmondson Park town centre master plan and DCP.
<https://www.jbourban.com.au/project/edmondson-park-town-centre-master-plan-and-dcp>

FIGURE 7

Edmondson Park Stage 2 & 7 Master Plan



Edmondson Park Stage 2 & 7 Master Plan

<https://www.jbaurban.com.au/project/edmondson-park-stage-2-7-master-plan>

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Acknowledgements

Figure Reference List

Page		Acknowledgement
p6–7	Site map	Copyright © 2017 UrbanGrowth NSW Illustrator: Alex Wiseman
STAGE 5 Lesson 1		
p22	Appendix – Map 1	Copyright © 2017 UrbanGrowth NSW
p22	Appendix – Figure 1	Source: Landcom website & Liverpool Council website, available at: http://profile.id.com.au/liverpool/about
p23	Appendix – Figure 2a	Source: Wikipedia, available at: https://en.wikipedia.org/wiki/Cumberland_Plain
p23	Appendix – Figure 2b	Copyright © 2010 State Government of New South Wales / Office of Environment and Heritage
p24	Appendix – Figure 3	Map data ©2016 Google Earth
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