

Summary	Duration
<p>This excursion addresses outcomes from the NSW History, Science and Mathematics K-6 Syllabuses.</p> <p><i>Focus</i> - Australian History</p> <p><i>Content</i> - First Contacts</p> <p>It provides opportunities for students to investigate change over time in the Penrith Lakes area of Sydney, local heritage and the impacts of various eras of human occupancy.</p> <p>The teaching and learning activities provide students with the knowledge and understanding to participate in the ongoing development of a just and equitable Australian society that genuinely reconciles with Aboriginal peoples.</p>	<p>4 hour on-site excursion to Penrith Lakes Environmental Education Centre.</p> <p><i>Arrival time</i> - 10:00am</p> <p><i>Departure time</i> - 2:00pm</p> <p>Arrival and departure times are guides only. Distance and bus schedules may require modifications to the timetable.</p>

About Penrith Lakes Environmental Education Centre	Learning across the curriculum
<p>Penrith Lakes Environmental Education Centre is located on Old Castlereagh road near Sydney International Regatta Centre. This great location allows us to provide studies of land and water management at Penrith Lakes along with local heritage sites and the environmental issues associated with the Nepean River and Blue Mountains.</p>	<p><i>Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face.</i></p> <p><b>Aboriginal History and Culture</b></p> <p>Students examine historical perspectives from Aboriginal viewpoints. They learn about Aboriginal peoples as the world's oldest continuous cultures prior to colonisation by the British, the ensuing contact and its impact. Students examine the interaction between Aboriginal peoples and Europeans, with special emphasis on Aboriginal initiatives and responses to key government policies since their earliest contact with British colonists.</p>

Outcomes	Key Concepts
<p><b>Science K-10</b></p> <ul style="list-style-type: none"> <li>› ST2-13MW identifies the physical properties of natural and processed materials, and how these properties influence their use</li> <li>› ST2-14BE describes how people interact within built environments and the factors considered in their design and construction</li> </ul> <p><b>History K-10</b></p> <ul style="list-style-type: none"> <li>› HT2-2 describes and explains how significant individuals, groups and events contributed to changes in the local community over time</li> <li>› HT2-4 describes and explains effects of British colonisation in Australia</li> </ul> <p><b>Mathematics K-10</b></p> <ul style="list-style-type: none"> <li>› MA2-17MG uses simple maps and grids to represent position and follow routes, including using compass directions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continuity and change</li> <li>▪ Cause and effect</li> <li>▪ Perspectives</li> <li>▪ Empathetic understanding</li> <li>▪ Significance</li> </ul>

Content	Teaching and learning activities	Resources
<p>Stage 2 - Material World</p> <p>Natural and processed materials have a range of physical properties which influence their use. (ACSSU074)</p> <p>Students:</p> <ul style="list-style-type: none"> <li>▪ describe how a range of common natural and processed materials are used in everyday life</li> </ul> <p>Stage 2 - First Contacts</p> <p>The journey(s) of at least ONE world navigator, explorer or trader up to the late eighteenth century, including their contacts with other societies and any impacts (ACHHK078)</p> <p>Students:</p> <ul style="list-style-type: none"> <li>▪ discuss the question: 'Who discovered Australia?' 🗺️ 🏠</li> </ul> <p>The diversity and longevity of Australia's first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the implications for their daily lives (ACHHK077)</p> <p>Students:</p> <ul style="list-style-type: none"> <li>▪ investigate, drawing on Aboriginal and Torres Strait Islander community representatives (where possible) and other sources, the traditional</li> </ul>	<p><b>Activity 1 - Introduction to Penrith Lakes and Tessa's Story</b></p> <p>Students are welcomed to the Centre and introduced to Penrith Lakes. The following questions are answered:</p> <ul style="list-style-type: none"> <li>▪ Where is Penrith Lakes located?</li> <li>▪ How long has Penrith Lakes been a part of the Penrith Community?</li> <li>▪ What activities are occurring at Penrith Lakes?</li> <li>▪ Why is Penrith Lakes being established?</li> <li>▪ How is Penrith Lakes being established?</li> <li>▪ What products are being created as Penrith Lakes is being established?</li> </ul> <p>Students will be quizzed about their knowledge of, or familiarised with Tessa's Story. The following topics are covered:</p> <ul style="list-style-type: none"> <li>▪ Tessa's school assignment - what is a heritage item?</li> <li>▪ Tessa's history and how it relates to the history of the local area.</li> <li>▪ Aboriginal settlement in Australia and the names of various tribes.</li> <li>▪ British colonisation and the various roles Europeans had, including Governor King, Captain Tench and Governor Macquarie.</li> <li>▪ Australia's first real war.</li> </ul>	<p>Provided by PLEEC:</p> <ul style="list-style-type: none"> <li>▪ Interactive whiteboard</li> <li>▪ Tessa's tressure box with heritage items</li> <li>▪ Samples of: gravel, road base and cement</li> </ul>

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<p>Aboriginal way of life, focusing on people, their beliefs, food, shelter, tools and weapons, customs and ceremonies, art works, dance, music, and relationship to Country 🖐️🌿📺</p> <p>The nature of contact between Aboriginal people and/or Torres Strait Islanders and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example, families and the environment (ACHHK080)</p> <p>Students:</p> <ul style="list-style-type: none"> <li>outline the impact of early British colonisation on Aboriginal and Torres Strait Islander peoples' country 🖐️</li> </ul>		
<p>Stage 2 - Built Environments</p> <p>A range of factors needs to be considered when designing and constructing built environments.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>examine some built environments, e.g. a local playground or shopping centre, and identify some factors that have been considered in the design, such as purpose, access, aesthetic and environmental considerations, and movement within the space 🧑🏫⚙️🔧</li> <li>describe how the design and construction of a built environment may be modified to better suit the needs of users</li> </ul>	<p><b>Activity 2 - Heritage Hunt</b></p> <p>Students are taken on a bus tour to explore the historic sites of Old Castlereagh and its many layers of history. Many sites of national significance are visited. A worksheet is completed on the bus tour where students are expected to identify heritage buildings and record the dates they were established.</p>	<p>Provided by PLEEC:</p> <ul style="list-style-type: none"> <li>Student worksheet (soft copy)</li> <li>Portable microphone and speaker</li> </ul> <p>Provided by visiting school:</p> <ul style="list-style-type: none"> <li>Student worksheet (hard copy)</li> <li>Bus</li> <li>Student hats</li> <li>Sunscreen</li> <li>First aid kit and student medications</li> </ul>
<p>Stage 2 - Position 1</p> <p>Students:</p> <p>Create and interpret simple grid maps to show position and pathways (ACMMG065)</p> <ul style="list-style-type: none"> <li>use given directions to follow routes on simple maps 🗺️</li> <li>identify and mark particular locations on maps and plans, given their grid references</li> </ul> <p>Stage 2 - First Contacts</p> <p>Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival (ACHHK079)</p> <p>Students:</p> <ul style="list-style-type: none"> <li>identify reasons for the voyage of the First Fleet and explain why various groups were passengers</li> </ul>	<p><b>Activity 3 - Cemetery Search</b></p> <p>The Old Anglican Cemetery is visited. Many of the early settlers including "First Fleeters" are found in this cemetery as well as clues to what happened to the town.</p> <p>As students explore the cemetery, they must find the year and age at which certain pioneers died. Through this experience and PLEEC staff, students learn more about the history of the Castlereagh area and the people that lived here in the 1800's.</p>	<p>Provided by PLEEC:</p> <ul style="list-style-type: none"> <li>Portable microphone and speaker</li> <li>Markers - witches hats and cones</li> </ul> <p>Provided by visiting school:</p> <ul style="list-style-type: none"> <li>Student worksheet (hard copy)</li> <li>Bus</li> <li>Student hats</li> <li>Sunscreen</li> <li>First aid kit and student medications</li> </ul>

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<ul style="list-style-type: none"> <li>using a range of sources, investigate the everyday life of ONE of the following who sailed on the First Fleet and lived in the early colony: a soldier, convict, ex-convict, official 📖 📄 📧</li> </ul>		
<p>Stage 2 - Community and Remembrance</p> <p>The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area. (This is intended to be a local area study with a focus on one Language group; however, if information or sources are not readily available, another representative area may be studied.) (ACHHK060)</p> <p>Students:</p> <ul style="list-style-type: none"> <li>identify the original Aboriginal languages spoken in the local or regional area 🗍</li> <li>identify the special relationship that Aboriginal and/or Torres Strait Islander peoples have to Country and Place 🗍 🌿</li> <li>respond to Aboriginal stories told about Country presented in texts or by a guest speaker 🗍 🌐</li> </ul>	<p><b>Activity 4 - Aboriginal Shopping</b></p> <p>Students go back in time a few thousand years to discover how Aboriginal people used the gifts of nature to meet their needs. They learn a few aboriginal words and customs of the local people. Students have the opportunity to put together an aboriginal shopping list where they find different plants and what they could be used for. For example, a paperbark tree being used to make raincoats.</p>	<p>Provided by PLEEC:</p> <ul style="list-style-type: none"> <li>Portable microphone and speaker</li> <li>Whistle</li> <li>Aboriginal kinship signs</li> <li>Native plants with signs describing aboriginal uses</li> <li>Aboriginal tools: axe, boomerang, spearhead, etc.</li> </ul> <p>Provided by visiting school:</p> <ul style="list-style-type: none"> <li>Student worksheet (hard copy)</li> <li>Student hats</li> <li>Sunscreen</li> <li>First aid kit and student medications</li> </ul>