





Shaping the colony: The impact of rail on Sydney's North West region – A complete unit of work

Key Learning Area	Unit or lesson title and main focus questions	Most appropriate level and suggested number of lessons
 History	Shaping the colony: The impact of rail on Sydney's North West region – A complete unit of work Where is the North West region of Sydney and how has it changed? What do we know about the lives of people in Australia's colonial past and how do we know? How did colonial settlement change the environment? How do people and environments influence one another? How do people influence places and the management of spaces within them? How did geographical location influence the lives and experiences of colonial Australians in Sydney's North West? How does the work of historical archaeologists contribute to understanding our colonial past? What effects did Governor Macquarie and the Gold Rush have on expanding the colony of Sydney and NSW? What developments in transport in the 19th Century influenced settlement and society in Sydney and surrounds? What influences did the coming of rail have on society and settlement patterns in Sydney and NSW? What effects will Sydney Metro Northwest have on communities and development in Sydney's North West region?	Stage 3
 Science and Technology		A full 10-week term
 English		
 Geography		

Teacher briefing

This Stage 3 unit of work uses Sydney Metro Northwest to explore the coming of rail and other significant events that influenced the growth of Sydney and its North West region.

Web links



Individual lessons below contain specific web links. The following are used more widely across the unit.

NSW Department of Finance and Services, Land and Property Information Spatial Information Exchange (SIXmaps) <http://maps.six.nsw.gov.au/>

Maps of railways and tramways in Sydney and NSW in 1912

<http://catalogue.nla.gov.au/Record/6933240>

<http://nla.gov.au/nla.map-f116-s2>

Mind mapping programs or Apps such as Inspiration, Simple Mind or iThoughtsHD, or mind mapping websites such as bubbl.us. These are only suggestions, as most teachers have their own favourites they use for these tasks.

Animation Apps such as Explain Everything or Show Me are useful.

A summary history of Sydney's transport

http://dictionaryofsydney.org/entry/transport?zoom_highlight=transport

Syllabus Links

Geography K-10

Stage 3 - Factors that shape places - humans shape places

(GE3-1) describes the diverse features and characteristics of places and environments

(GE3-2) explains interactions and connections between people, places and environments

(GE3-3) compares and contrasts influences on the management of places and environments

(GE3-4) acquires, processes and communicates geographical information using geographical tools for inquiry.

History K-10

Stage 3 - The Australian colonies

(HT3-1) describes and explains the significance of people, groups, places and events to the development of Australia

(HT3-2) describes and explains different experiences of people living in Australia over time

(HT3-3) identifies change and continuity and describes the causes and effects of change on Australian society

(HT3-5) applies a variety of skills of historical inquiry and communication.

English K-10

(EN3-1A) communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features

(EN3-2A) composes, edits and presents well-structured and coherent texts

(EN3-3A) uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies

(EN3-7C) thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts

(EN3-8D) identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts.

Science and Technology K-6

Values and Attitudes

Students value the importance and contribution of science and technology in developing solutions for current and future personal, social and global issues and in shaping a sustainable future.

Ethical Understanding

Students develop knowledge and understanding of the built environment including engineering principles and systems.

Students apply ethical guidelines in their investigations and design projects, particularly in their implications for others and the environment.

Suggested term plan and lesson sequence summary

Week	Learning Sequence	Focus questions
1	Learning sequence 1 Our place: Where is it and did it always look like this?	What suburbs surround us and how do we use them? When was our area developed and what used to be here? Where is the North West region of Sydney?
2	Learning sequence 2 Governor Macquarie: Expanding the colony	Who was Governor Macquarie and how did he expand the colony? How did colonial expansion impact Aboriginal people?
3	Learning sequence 3 Impact of colonial settlement	What do we know about the lives of people in Australia's colonial past and how do we know? How did colonial settlement change the environment? How do people and environments influence one another? How do people influence places and the management of spaces within them?
4	Learning sequence 4 Colonial society: Case of the White Hart Inn	What do we know about the lives of people in Australia's colonial past? How did geographical location influence the lives and experiences of colonial Australians in Sydney's North West? How does the work of historical archaeologists contribute to understanding our colonial past?
5	Learning sequence 5 Gold Rush: Population explosion	What effect did the discovery of gold in NSW have on expanding the colony in Sydney and NSW?
6	Learning sequence 6 Travel and transport in a growing colony	How did people in Sydney and NSW travel in the period 1850-1910? What developments in transport in the 19th Century influenced settlement and society in Sydney and surrounds?
7, 8	Learning sequence 7 The advent of rail: Changes and consequences	When, where and why were the first railways in Sydney and NSW built? What were the effects of rail on communities and settlement patterns in Sydney and surrounds? What rail links have served the North West region in the past?
9, 10	Learning sequence 8 Sydney Metro Northwest: Causes and effects	Where and why is Sydney Metro Northwest to be built? How will Sydney Metro Northwest change communities and settlement patterns in the North West region? What communication strategies have been used in planning Sydney Metro Northwest?

Learning Sequence 1 – Our place: Where is it and did it always look like this?

Focus questions

- What suburbs surround us and how do we use them?
- When was our area developed and what used to be here?
- Where is the North West region of Sydney?

Background information

Major development occurred in the North West region of Sydney from the late 1980s. John Purchase Public School at Cherrybrook was opened in 1986 and Cherrybrook High School opened in 1992. Expansion continues in the region and it is an identified growth centre for residential, commercial, retail and industrial development with a plan in the future to build 70,000 more homes to accommodate an extra 200,000 people. Further information on the Growth Centres is available at:

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

Learning experiences

Step 1 – What suburbs surround us and how do we use them?

To introduce the unit of work, begin with the students' knowledge of the place in which they live. These activities draw on Features of Places; People and places and Factors that shape places undertaken in Stages 1 and 2.

Step 2

Using Google Maps or SIX Maps <http://maps.six.nsw.gov.au> on the interactive whiteboard, show students a satellite image of their school. Zoom out to show the surrounding neighbourhood and identify local sporting fields and shopping centres. Zoom out to display surrounding suburbs and facilities that students may visit such as major shopping malls, movie cinemas and sporting facilities. Discuss transport to these areas.

Step 3 – When was our area developed and what used to be here?

Ask students when the school opened and which suburb was developed. Use SIX Maps <http://maps.six.nsw.gov.au> to view a current satellite image of the school and surrounding area. Use the transparency lever to move between the corresponding 1943 aerial photo of the area and the current image. Ask students to compare land use in 1943 with land use in the present.

How to use SIX Maps

SIX Maps operates on iPads and tablets, laptops and computers and with most recent browsers.

Type in the location in the Search bar at the top left. On the menu at the top right, select Basemaps then Sydney 1943 imagery. Use the lever to move between the current satellite image and 1943 aerial photograph (allowing time for it to stream). To overlay street names, select Map Contents - Map Layers - Dynamic Labels.

<http://maps.six.nsw.gov.au>



Figure 17: Image 1: Satellite image, February 2019.

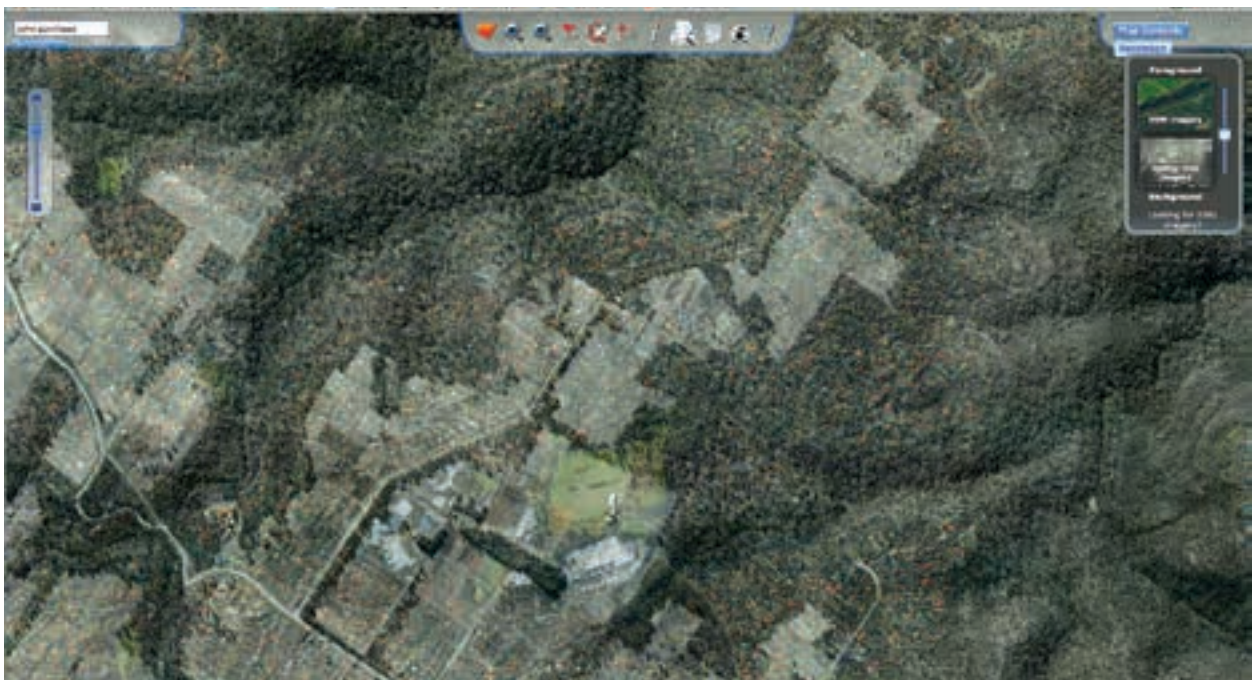


Figure 18: Image 2: Combined satellite image in 2014 and 1943 overlay showing past and present land use.

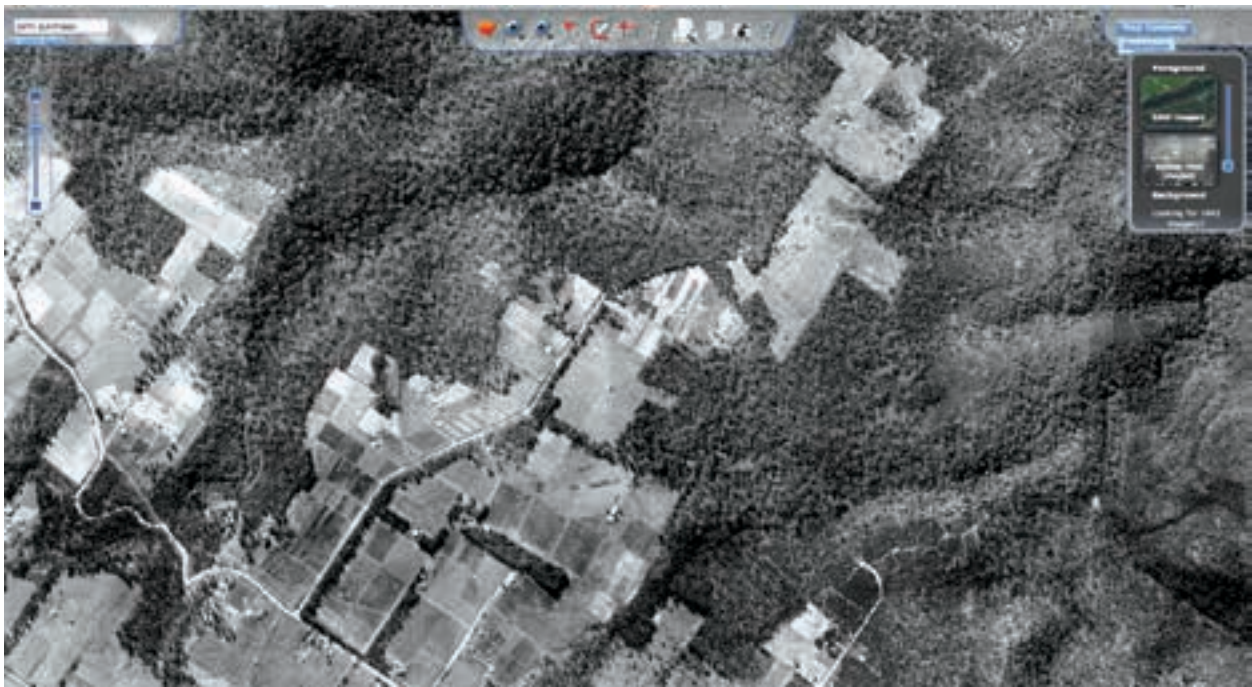


Figure 19: Image 3: 1943 image of same area.



Image 1: Satellite image.



Image 2: Satellite image and 1943 overlay showing past and present land use.



Image 3: 1943 image of same area. <http://maps.six.nsw.gov.au>

Figure 20: Three screen shots of Cherrybrook from SIX Maps with John Purchase Public School and Cherrybrook High School in the centre of the image.

Step 4 – Where is the North West region of Sydney?

Use SIX Maps, with Dynamic Labels on, to zoom out to show the North West region. (Tip: position Epping at the bottom right corner of the screen and Rouse Hill in the top left hand corner). Identify north, south, east, west, and north west. List the names of the suburbs in the north west strip on the screen and discuss travel within the region, into Parramatta and to Sydney's Central Business District.

Step 5

Explain that the North West region of Sydney is a growth area with plans for further expansion. Show the North West Growth Centre map <https://www.planning.nsw.gov.au/Plans-for-your-area/Priority-Growth-Areas-and-Precincts/North-West-Growth-Area/Map>

Step 6

Explain that Sydney Metro Northwest is to be built from Chatswood to Rouse Hill.

Step 7 – Discuss patterns of settlement with the class

In the early dispersed settlement of the North West region, the dwellings were scattered and farm houses were very far apart. Linear settlements grew, where the dwellings formed linear settlements along a road, a river or a railway. In nucleated settlements, the dwellings formed clusters, such as villages or small commercial centres at road junctions.

The next learning experience, about Macquarie's establishment of nucleated settlements, and the growth of linear settlements along the roads, introduces students to this growth and change in Sydney's North West region. It also establishes an understanding of the influence Sydney Metro Northwest will have on future development in the communities of the North West region.

Learning Sequence 2 – Governor Macquarie: Expanding the colony

Focus questions

Who was Governor Macquarie and how did he expand the colony?

How did colonial expansion impact Aboriginal people?

Background information

Governor Macquarie was Governor of NSW from January 1810 to December 1821. He undertook a major public works program in Sydney and Parramatta, and expanded the settlement west of Sydney by planning towns at Windsor, Richmond, Pitt Town, Wilberforce and Castlereagh. Macquarie extended the colony west of the Blue Mountains by encouraging exploration across the Blue Mountains. (See web links).

Macquarie's biography can be found at:

<http://adb.anu.edu.au/biography/macquarie-lachlan-2419>

The traditional lands of the Darug people went from Parramatta to the base of the Blue Mountains. This was the area into which the colony was expanding. The impact on Aboriginal people was considerable as traditional hunting grounds were cleared for farms.

As a result conflict erupted on the frontier as Aboriginal resistance increased.

Learning experiences

Step 1 – Macquarie’s building legacy

Ask students to recall their knowledge on British colonisation of Sydney and the early governors of NSW: Captain Arthur Phillip, Captain John Hunter, Captain Phillip Gidley King, Captain William Bligh, Colonel Lachlan Macquarie.

Step 2

Read this excerpt of Governor Macquarie’s farewell speech to the students.

“When I took Charge of this Government, on the 1st. of January 1810, I found the Colony in a state of rapid deterioration; — threatened with a famine; — discord and party spirit prevailing to a great degree; — all the public buildings in a state of dilapidation and decay; very few roads and bridges, and those few very bad; — the inhabitants, generally very poor; and commerce and public credit at the lowest ebb.

I now have the happiness to reflect, that I leave it in a very different condition:

— the face of the Country generally, and agriculture in particular, greatly improved; — stock, of all kinds, greatly increased; some useful manufactories established; — commerce revived, and public credit restored; — a great number of substantial and useful public edifices erected; — good roads and bridges of communication constructed throughout the Colony; — and the Inhabitants, comparatively, opulent and happy.”

Source: <https://www.mq.edu.au/macquarie-archive/lema/1821/1821farewell.html>

Step 3

Students view the State Library's Macquarie resource, Colonial city panorama:

https://www.sydneymetro.info/sites/default/files/Macquarie_Towns.pdf



Figure 21: A screen image of the 1822 map showing the five Macquarie towns on the NSW State Library website.

Discuss the impacts of Macquarie's building program on the colony.

Step 4 - The Macquarie towns

Show students the 1822 map showing the five Macquarie towns located along the Hawkesbury-Nepean River: Windsor, Richmond, Castlereagh, Pitt Town and Wilberforce.

Step 5

Read the transcript below explaining why he established the five towns.

Journal of a Tour of Governor Macquarie's first Inspection of the Interior of the Colony Commencing on Tuesday the 6th. Nov. 1810. Page 61.

“Having sufficiently celebrated this auspicious Day of christening the five Towns and Townships, intended to be erected and established for the security and accommodation of the Settlers and others inhabiting the Cultivated Country, on the Banks of the Rivers Hawkesbury and Nepean; I recommended to the Gentlemen present to exert their influence with the Settlers in stimulating them to lose no time in removing their Habitations, Flocks & Herds to these Places of safety and security, and thereby fulfil my intentions and plans in establishing them.”

Step 6

Using the jigsaw strategy, allocate one of the five Macquarie towns to individuals or pairs of students. They use the website to view and read about their allocated town. Students then form groups of five to share their information.

http://www.nswlrs.com.au/land_titles/historical_research

Step 7 – Story map (an assessment task)

Students sketch a story map of Macquarie's colonial expansion in Sydney. This could be on paper or drawn and recorded using the Apps, 'Explain Everything' or 'Show Me' to create an animation illustrating Macquarie's influence on settlement of the colony.

Additional resources web links

Schedule of public buildings and works erected NSW – January 1810 – November 1821.

<https://www.records.nsw.gov.au/archives>

Learning sequence 3 – Impact of colonial settlement

Focus questions

What do we know about the lives of people in Australia’s colonial past and how do we know?

How did colonial settlement change the environment?

How do people and environments influence one another?

How do people influence places and the management of spaces within them?

Background information

Teachers need to be aware of a range of print and digital resources, appropriate for the interests and abilities of their students, relevant to the research activities in this lesson.

For teacher background on Pemulwuy, see the Australian Dictionary Biography, available online.

<http://adb.anu.edu.au/biography/pemulwuy-13147>

Lesson steps

Step 1 – Changing relations

- Discuss with students how Aboriginal people’s curiosity and friendliness towards the British gave way to mistrust and hostility once it became clear that the British were here to stay.
- Explain to students that the British did not recognise Aboriginal people’s connection to their land. When Captain Cook reached Australia in 1770 he believed the land belonged to no-one (terra nullius). Governor Phillip continued this idea. Ignoring Aboriginal ownership, he claimed all the land for the British king. He established towns and farms, built roads and gave land grants to soldiers, settlers and ex-convicts – without compensation or treaty with Aboriginal people and without considering how this would affect them.

Step 2 – Resistance to the British

- Speculate with students about why some Aboriginal people fought back against the British, taking food from farms and attacking convicts and settlers.
- Guided reading of ‘European Settlement’ section of *Aborigines of the Hills District*.
- Explain that some Darug people co-operated with the British but some fiercely resisted and fought to get rid of them. Pemulwuy was one of these.
- Distribute Activity Sheet 1 (page 170–174) on Pemulwuy. Read through these primary source extracts with students, explaining any unfamiliar words and phrases. Students arrange the sources into chronological order, then construct a timeline of Pemulwuy’s life.
- After completing their timelines, students can view a film clip on Pemulwuy from First Australians: <https://www.youtube.com/watch?v=1Nh6TRRdmac>

Step 3 – Changing the environment

- Explain that the colonists found Sydney Cove unsuitable for farming. The soil was poor, the seeds they had brought with them were not suited to the extremes of a Sydney summer, and after a poor harvest, the colony was on the verge of starvation. Governor Phillip sent search parties out to find better land for farming and in November 1788 he established a Government Farm at Rose Hill. Convicts worked on the farm and whatever they produced went into Government Stores
- Then Governor Phillip decided to grant land to free settlers, soldiers and ex-convicts and to provide them with convict workers. The person who received the grant was expected to grow enough to support themselves, their families and their convict workers and perhaps make some profit by selling any extra food they produced. This meant that fewer people had to be supported from the Government Stores
- Ask students what would be the best land for farming (near a creek or river, good soil, grassland with not too many big trees). Ask students to consider the importance of the same type of areas to Aboriginal people
- Explain that a number of Government Farms were set up, at Rose Hill (Parramatta) in 1788, Toongabbie in 1791 and Castle Hill in 1801. The Castle Hill farm was the largest, with more than 34,000 hectares. 474 convicts were employed to clear the land. It was well away from the main towns and considered a safe place to keep the troublesome Irish convicts, who arrived after a series of uprisings in Ireland. The farm produced wheat and corn, cattle and pigs and had a vineyard. It played an important part in providing food for the colony. However, smaller scale farmers also contributed
- Observation skills. Display printed or digital copies of early views of Parramatta, Toongabbie and Castle Hill – Resource Sheet 1 (page 175–176). Ask students to identify how the landscape has been changed in each picture, then discuss the reasons for the change and the results or impact, for both the colonists and the Darug. Students complete Activity Sheet 2 (page 177)
- Display the 1824 map of the Cumberland Plain to show how the colony expanded along the Hawkesbury-Nepean (known as Derrubin to the Darug). Map available at: National Library of Australia – <http://nla.gov.au/nla.map-nk2456-106>. Governor Phillip gave land for farms at Windsor, Richmond and the area near Wisemans Ferry. The food produced in these places was vital to the survival of the colony, but it meant further dispossession for the Darug who had to fight for their survival
- Soldiers were sent to protect the farmers from Darug attacks. Conflict continued for many years. By the time Governor Macquarie arrived in 1810 the European population had increased to more than 11,500 while the Darug population had been reduced by conflict, the effect of introduced diseases and hardship due to the loss of their land. However, there were survivors and many of their descendants still live in Darug country today.

Step 4 – Local Pioneers

- Students work in groups to investigate an early settler in the North West Sydney area, an important area for sheep and cattle, wheat and corn and orchards that produced oranges and other fruit. Using Activity sheet 3 (page 179), Pioneer Research Scaffold, students choose one local pioneer who had been granted land in the early years of the colony, before 1810, from:
 - Matthew Pearce
 - Andrew McDougall
 - John Smith
 - Pierre Lalouette de Vernicourt (also known as Baron de Clambe)
 - George Suttor
 - William Joyce
 - Sophia Doyle (wife of Andrew Doyle)
- Class creates a ‘Pioneer Gallery’, as a classroom wall display or digital document.

Step 5 – Acknowledging our history

- Display the crest of the Hills Shire Council and ask students to identify its features and relate them to the history of the area. A detailed description of the crest can be found at https://www.sydneymetro.info/sites/default/files/Hills_Shire_Council_Clues_5_From_Humble_Beginnings.pdf
- Provide printed or digital images of the crests of the councils covering what once was Darug country: Parramatta, Ryde, Prospect, and Blacktown. Refer to Resource Sheet 2, page 178
- Students analyse each crest and discuss which aspects of the people and environment of the past are represented and which aspects are left out.

Step 6 – To sum up

- Display the map Figure 37, Page 145 showing the remnants of Cumberland Plain Woodlands in the Sydney basin. Explain that in 1788 Cumberland Plain Woodlands covered approximately 30 per cent of the Sydney Basin and were crucial in sustaining the livelihood of local Aboriginal people. Over time these important ecological areas have been reduced as settlement spread across the Cumberland Plain
- Students discuss and suggest possible reasons for the reduction and loss of Cumberland Plain Woodlands areas
- Explain that the population of the Sydney region has increased from fewer than 5,000 Aboriginal people before Europeans arrived in 1788 to almost 5 million people today. This growth has resulted in extensive changes to the environment, although pockets of bushland remain in reserves and National Parks as a reminder of what it was once like.

Extension activities

- Students design a monument to remember the Darug people who lived here before the arrival of the British. It should include a sketch of an appropriate sculpture, an inscription of 25 words and a suggestion for where the monument might be located.

Web links



Aborigines in the Hills District

<http://www.thehills.nsw.gov.au/About-The-Sydney-Hills/History-of-The-Hills-Shire>

Links for paintings used in ‘Changing the landscape’

Residence of John McArthur Esq near Parramatta New South Wales

http://sydneylivingmuseums.com.au/sites/default/files/styles/heroimages/public/LON10_EFGB_039_2.jpg?itok=SNedhkLx

George Street Parramatta from the gates of Government House, around 1804–5

<http://dictionaryofsydney.org/place/parramatta>

Government Farm Castle Hill

<http://historyservicesnswblog.blogspot.com.au/2011/05/castle-hill-heritage-park.html>

Pemulwuy from First Australians:

<https://www.youtube.com/watch?v=1Nh6TRRdmac>

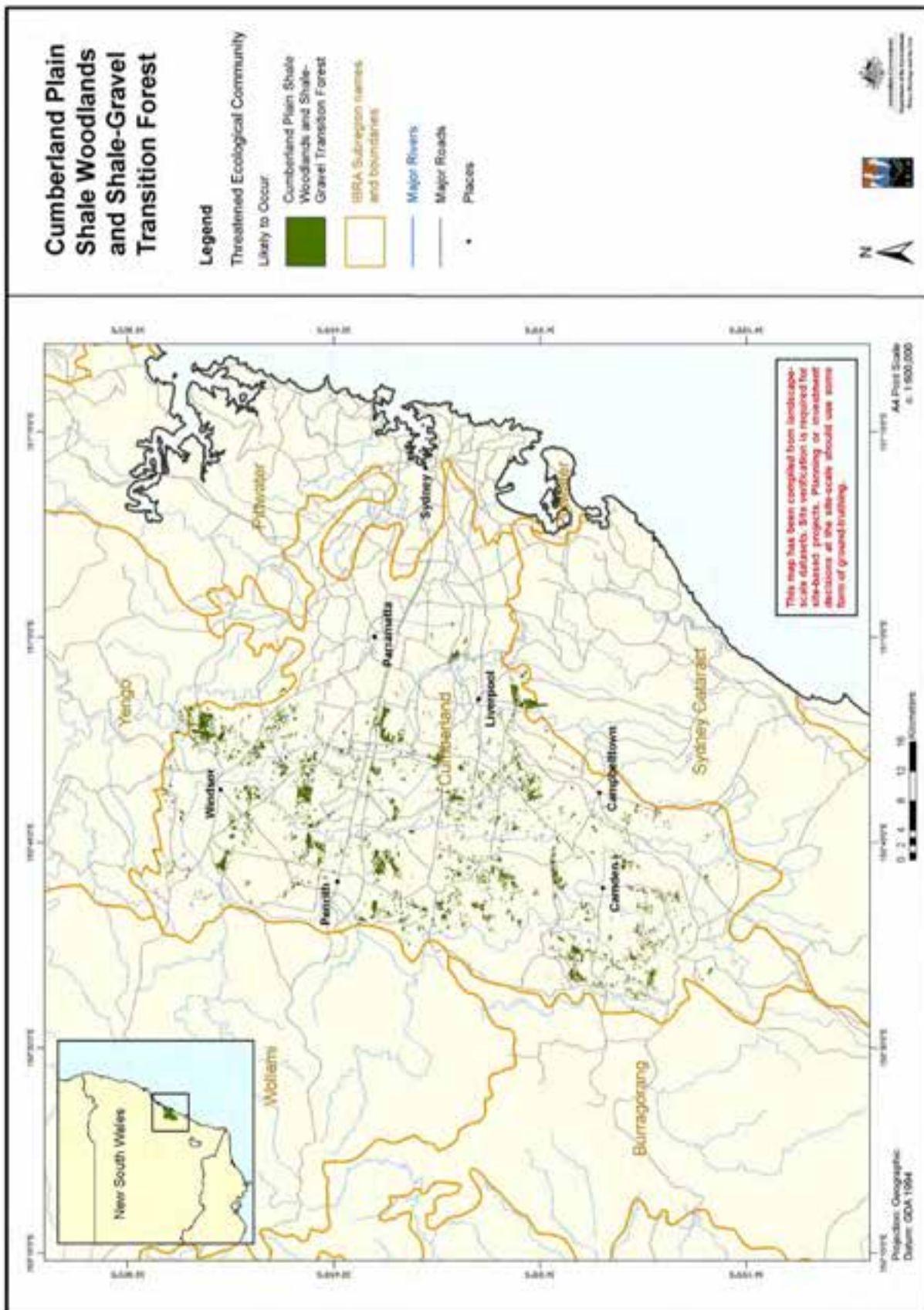


Figure 22: Remnants of Cumberland Plain Woodlands in the Sydney Basin: Source *Cumberland Plain Shale Woodlands and Shale Gravel Transition Forest: A guide to identifying and protecting the nationally threatened ecological community. Environmental Protection and Biodiversity Conservation Act 1999, Policy Statement 3.31, p. 7.* Australian Government Department of the Environment, Water, Heritage and Arts, 2010.

Learning Sequence 4 – Colonial society: Case of the White Hart Inn

Focus question

What do we know about the lives of people in Australia’s colonial past?

How did geographical location influence the lives and experiences of colonial Australians in Sydney’s North West?

How does the work of historical archaeologists contribute to understanding our colonial past?

Background information

Pre and post contact history

Archaeological excavations around the White Hart Inn provide evidence about the lives and activities of Aboriginal people in North West Sydney before European contact. The Bidjigal clan occupied the land around Kellyville and present-day Castle Hill. They spoke a Darug hinterland dialect used by Aboriginal people on the Cumberland Plain from Appin in the south to the Hawkesbury River in the north, west of the Georges River, Parramatta, the Lane Cove River and Berowra River. The dates attributed to excavated sites and artefacts indicate that Aboriginal people occupied and used the Kellyville area from the time before the pyramids were built in Egypt to the historic settlement of Sydney.



Figure 23: Artist's impression of the White Hart Inn, circa 1840s. Original illustration by I. Golka 2014.

Remains of the White Hart Inn were discovered a short distance from the junction of Windsor and Old Windsor Roads at Kellyville in December 2013. The inn was located and excavated by archaeologists during the Early Works for the Sydney Metro Northwest project.

Important archaeological sites, such as this, are protected by NSW law so the site was excavated to make sure that, if the White Hart Inn was there, it was not accidentally destroyed.



Figure 24: The completed Sydney Metro railway bridge at Rouse Hill, March 2018.

Colonial maps and drawings suggest that an inn had existed on the site from at least 1833. However, mystery shrouds the White Hart Inn's history. While it is mentioned in historical records, no known contemporary images of the building complex have been located.

The last mention of the inn when it was still standing occurs in an auction advertisement published in *The Australian, Windsor, Richmond, and Hawkesbury Advertiser*, March 1881 (Figure 25).

One of the last times it was mentioned was in 1937 when the *Sydney Mail* reported that two people had found the site of the "White Hart Inn site" the remains of which comprised "convict made bricks...a fine old mounting block" and "an ancient well in perfect preservation with clear water in it.

So clear was the water that I photographed my own reflection twelve feet below."
(*Sydney Mail* 24 February 1937, p.42).

Police Office at which the plans and books of reference has been lodged—Windsor.

Valuable Country Property,
Windsor Road,
About 2 Miles from Parramatta,
The Old White Hart Hotel,
TUESDAY, 22ND MARCH

John Taylor

Has been instructed to sell by public auction at his sale rooms, Church-street, Parramatta, on TUESDAY, 22nd March, at 11 o'clock,—

ALL THAT VALUABLE PROPERTY so well and favourably-known as the White Hart Hotel, situate on the Windsor Road, adjoining the properties and orchards of Messrs. Pearce, Strange, and others.

110 ACRES OF GOOD LAND, comprising orchard, garden grounds, and cultivated and grazing paddocks.

THE BUILDINGS are two story, brick, on stone foundations, and very commodious.

THE LAND possesses a never-failing and extensive supply of excellent water.

Title good.

R. COLEY, Esq.,
Solicitor for the Vendors,
Windsor.

N.B.—To capitalists or agriculturists a convenient opportunity presents itself for a profitable investment.

Little is known about the colonial inns that once lined the Windsor Road. Many were deserted, left to decay, and later demolished. As such, the White Hart is a significant cultural resource because of its rarity, and potential to provide information about the structure, commercial and domestic functions of inns in the early colony.

The Windsor Road

The Windsor Road and Old Windsor Roads were lifelines in the early colony linking Parramatta, Windsor and Macquarie's towns beyond. They played a key role in the settlement of the Hawkesbury and development of New South Wales.

The Old Windsor Road was laid out in 1794. In 1813 the road was realigned to avoid a hilly section of land around present day Seven Hills. Construction of the new Windsor Road began in 1810. Built by convict labour and completed in 1812 it was 32 feet wide and the alignment marked by rows of edging stones.

A toll system was introduced to pay for its construction and maintenance. In 1824 a regular passenger coach service was established between Parramatta and Windsor, but later suspended. Complaints from landowners and travellers about the poor state of the Old Windsor Road continued through the following decades.

The White Hart Inn fronted the Windsor Road and was built on land originally granted to John Moss in 1810. In time, the land passed to Hugh Kelly. William Cox purchased it from Kelly in the late 1820s and employed James Gough, an ex-convict, to design and build the inn.

Figure 25: Advertisement for the auction of the White Hart Hotel, *The Australian, Windsor, Richmond and Hawkesbury Advertiser*, 12 March 1881.

In spite of land grants, the establishment of farms and increased traffic flow along the Windsor and Old Windsor Roads, no towns or villages existed between Castle Hill and Windsor at the time the White Hart Inn was constructed.

The road between Kellyville and Windsor was isolated and lonely, and the bush proved an ideal place for convict escapees to hide, and for bushrangers to lie in wait for bullock drays, coaches and foot travellers.



Figure 26: Bushranger stealthily robbing a traveller sleeping in the bush,' Nicholas Chevalier, *Punch* Vol.1, p. 21, 1855. State Library of Victoria MP00/00/56/2.

Colonial Inns and travel

Inns have a long history in Australia. The main patrons of these establishments were coach runs transporting passengers and mail. In 1828 the colonial government invited tenders to establish mail carriage services. Initially, the transportation of letters was undertaken by saddle and pack animals where the country was rough, and by locally built wagons and carriages travelling the open road.

Vehicles were old. Some were hired. Most were overused and dangerous. By 1863, the transport scene changed with the arrival of Cobb and Co, resulting in the speedier delivery of mail and more comfortable journey for passengers. Road travel in the early colony was an exhausting experience. A journey could take many hours, even days to complete. The expense was prohibitive. Accidents were common and sometimes fatal. While a traveller on horseback might cover 50 kilometres in a day, bullock drays and coaches would cover a mere 5-10 kilometres.

At the end of the journey the roadside inn was a welcome sight.

Inns followed explorers, farmers, entrepreneurs, judges, administrators and the military as settlement spread and the colony expanded. In addition to providing travellers with food and accommodation, inns also functioned as court houses, venues for colonial inquiries, places to transact business, and gathering points for local residents to socialise.

The construction of roadside inns peaked between 1820 and 1840. After 1860, railways gained popularity and the demand for coach travel and inns, like the White Hart, declined. Many became private residences after licenses lapsed.

Residents, guests and locals

Inns attracted an interesting cross-section of colonial society. Certainly, this was the case at the White Hart Inn. Its first owner, William Cox, was a free settler, magistrate, road builder and farmer.



Figure 27: William Cox, first owner of the White Hart Inn, 1923, Royal Australian Historical Society.

killed in a gunfight with mounted police near Campbelltown in 1830. He is remembered as one of the last convict bushrangers. Colonial newspapers at the time were rife with reports about crime and mayhem on the roads.

The inn also attracted others either passing through, working or living in the vicinity. Convicts were ever present, working as farm hands, land clearers and timber-getters, domestic servants, builders and construction workers. Between the 1820s and 1830s the assignment of convicts to private employers became their main form of employment. Others, still under sentence, worked on road gangs like the No. 12 Road Gang, which maintained the Windsor Road in the 1840s.

Convict escapees known as 'bushmen', on the run from the local constabulary, may have hidden and camped in the surrounding bush and served as a hot topic of conversation among frequenters to the inn. Ex-convicts assumed various positions as servants, cooks and even landowners. It was common for ex-convicts to become prominent people in society – for instance, Mary Wade, Francis Greenway and James Gough. Colonial authorities such as magistrates, members of the military, police and mounted troopers would have been regular visitors.

James Gough was an ex-convict, employee of William Cox and builder of the White Hart Inn.

Gough worked for Cox in the Hawkesbury district at Castlereagh, Richmond and Windsor. By then, Gough was a contract builder with assigned convict tradesmen and an apprentice.

Sarah Tighe was a publican of the White Hart Inn 1832–1833. Prior to this she had been licensee of the Emu Inn also situated on the Windsor Road. A widow, she married John Booth, publican at the Royal Oak Inn in 1839. Her story casts light on women's role as innkeepers in the early colony and on their rights to property under the law. Women were unable to own property until the 1870s unless widowed or legally separated from their husband.

Hugh Kelly was the owner of the Bird-In-Hand Inn, situated in the vicinity of the White Hart Inn. Kelly was an ex-convict pardoned in 1808. He died a wealthy man in 1835, leaving 4,010 acres of land including 1,600 acres at Kellyville and over 2,200 acres on the Goulburn Plain. George and Isabella Acres, James Mileham and his daughter Lucy, John Hillas and John Tibbett were free settlers who had been granted land within walking distance of the White Hart.

Bold Jack Donohoe was a bushranger, reported to have worked the Windsor Road around 1827 bailing up bullock drays and travellers. Donohoe was shot and



Figure 28: Convict gangs were a constant presence on the Windsor Road. Government gaol gang, lithograph by Augustus Earle circa 1830, Frank Walker glass side collection, Royal Australian Historical Society.

Further information

Hidden Heart: The unfolding mystery of Kellyville's White Hart Inn.

<https://www.sydneymetro.info/white-hart-inn>

Learning experiences

Step 1 - Archaeology of the White Hart Inn

Teacher explores students' understanding of archaeology and the role of archaeologists in uncovering the past.

Explain that archaeologists study the physical remains of the past using material evidence. Some study the ancient past. Others focus on historical remains. Explain that in New South Wales historical archaeology is the study of the physical remains of the past using historical documentation since European settlement in 1788. The purpose of archaeology is to supplement the knowledge that written documents provide.



Figure 29: Archaeologists excavating the White Hart Inn, Sydney Metro Northwest, November 2013.

Show YouTube clip: 'White Hart Inn heritage find'.

Students view and listen to the archaeologists who excavated the White Hart Inn explain why the White Hart Inn was built on the Windsor Road, its construction, and what the site and artefacts reveal about life and society in the early colony.

<https://www.youtube.com/watch?v=6Byjn2qil9w>

Students use Activity Sheet 4: Information overview – White Hart Inn, (page 180) to compile and categorise information contained in the You Tube clip. Further information is added as the learning sequence progresses.

Step 2 – Puzzle of the White Hart Inn

In groups, students discuss the following questions and record ideas on a mind map. Groups share responses.

- How do historical archaeologists know where to dig?
- What are archaeologists looking for when they dig?
- Apart from examining the physical remains of a site what other sources might historical archaeologists use to piece together the past?

Students complete Activity Sheet 5, White Hart Inn – sources of evidence, page 181 which lists sources, used by White Hart Inn archaeologists to determine the location of the inn, and piece together its story. Teacher discusses the term 'artefact' with students and displays images and an identification list of 12 artefacts found at the White Hart Inn.

An artefact is an object produced by human activity. In historical archaeology the term usually refers to small objects contained within occupation deposits. The term may also encompass food or plant remains and ecological features (for example, pollen).

Archaeological excavation of 1860s house site | Kellyville station | Sydney Metro Northwest, 16 October 2015, Glossary of terms.



Figure 30: Artefacts uncovered during the excavation of the White Hart Inn, Kellyville. View these artefacts and their identification list at <https://www.sydneymetro.info/white-hart-inn>

Students observe each artefact and discuss: What is it? What is it made of? Who made it? Where was it made? What was it used for? Who may have used it? Teacher creates a mind map to collate responses.

Teacher and class sort artefacts and place each under one of the following categories: diet; drawing and writing; economy; kitchen; personal; transport; hygiene; architectural/building; agricultural/farming; recreation; and clothing.

(These categories identify the function or purpose of the artefact and provide information about people's lives and activities). Teacher distributes Activity Sheet 6: Working with artefacts, page 182. In groups, students discuss and respond to questions.

Step 3 - Location

Explain that the Old Windsor Road and Windsor Road were main roads connecting Parramatta and Windsor. Both are of state and national heritage significance. Discuss why.

For information on the heritage status of these roads refer to 'Old Windsor Road and Windsor Road Heritage Precincts'.

<http://www.environment.nsw.gov.au/heritageapp/ViewHeritageItemDetails.aspx?id=4301011>

For further information on the history of the Windsor Road and Old Windsor Road refer to: *Excavation report: Archaeological excavation of 1860s house site Kellyville station* Sydney Metro Northwest, October 2015 pp. B.4–B.6 (PDF) (Refer to web links at the end of this lesson).

Project a Google satellite image of Windsor Road, Kellyville onto the interactive whiteboard. Locate the intersection of the Old Windsor Road and Windsor Road. Refer to the aerial photo below for assistance.



Figure 31: Aerial view of the intersection of Old Windsor and Windsor Road, Kellyville, February 2019.

Commence the journey. Not far from the intersection on the left of the Windsor Road lie the capped remains of the White Hart Inn. Proceed along the road. Focus on the section of road between Kellyville and Rouse Hill. This is the immediate vicinity of the White Hart Inn. Students observe suburbs, open spaces, land use, road networks and transport. Note buildings and areas of ongoing historic significance and heritage value.

In pairs, students share observations, discuss why people work and live along major transport routes today and why the Windsor Road remains important to communities in Sydney's North West. Speculate about how the Windsor Road and its surrounds have changed since settlement.

Step 3 – From ‘There and Nowhere’ to Rouse Hill 1840s

Explain that Kellyville was probably named after Hugh Kelly, an ex-convict and owner of the Kellyville Estate. Originally the area as known as ‘There and Nowhere.’

Students examine two historic maps:

- Bemis's Castle Hill Parish map (1840) created a decade after the construction of the White Hart Inn. The map shows land grants adjacent to the Windsor Road in the vicinity of the White Hart Inn, and tracks the route of the skytrain between Kellyville and Rouse Hill
- Parish of Castle Hill map circa 1860, on which original grantees and acreages are clearly labelled. The map indicates little change in land ownership between the 1840s and 1860s.



Figure 32: Bemis's Castle Hill Parish map, 1840. Taken from *Archaeological assessment and research design Swann Inn: Old Windsor Road to White Hart Drive*, Sydney Metro Northwest.

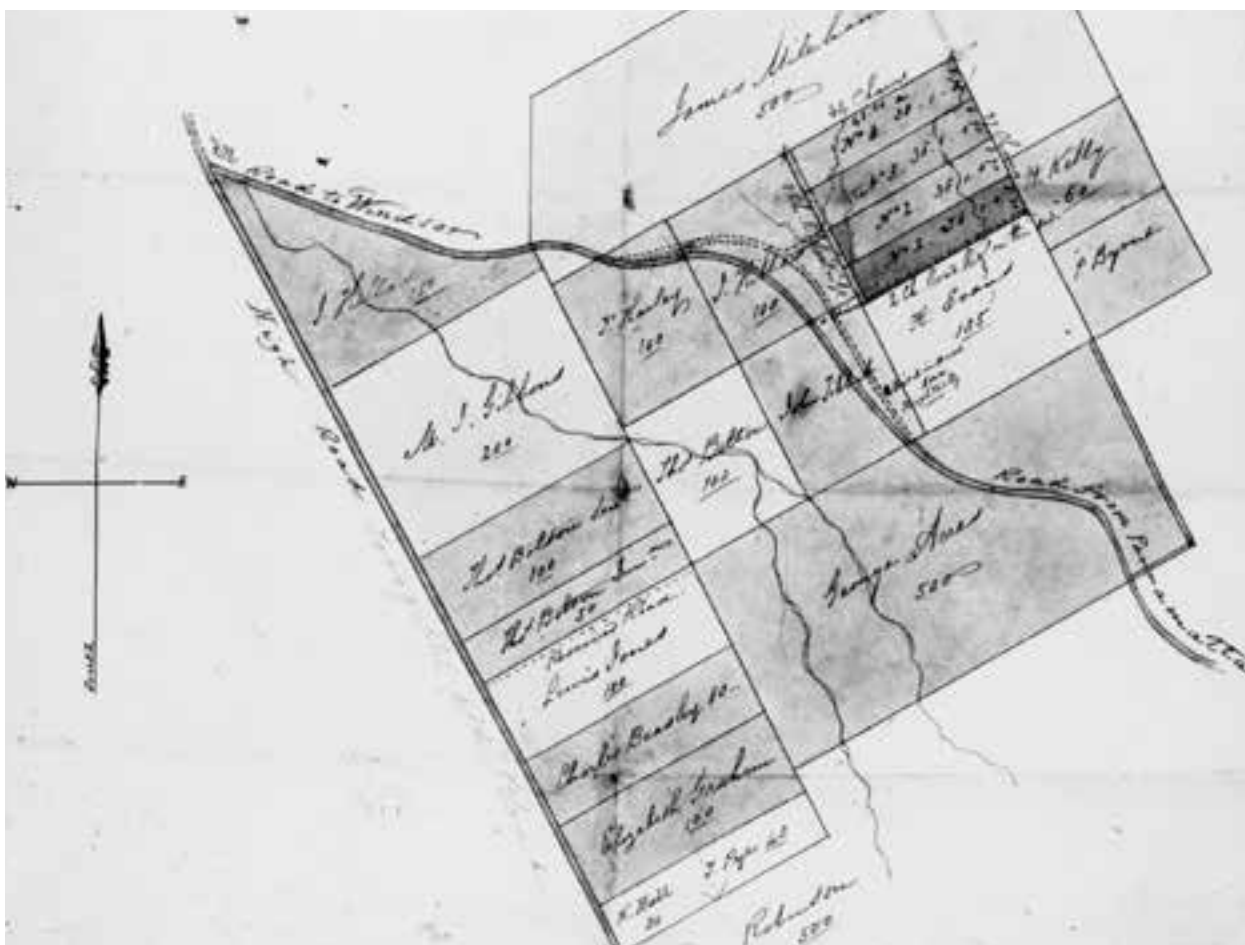


Figure 33: Castle Hill Parish map subdivision plan of 23 portions of land (Wrights and Barry Roads) showing landowners and acreages in the vicinity of the White Hart Inn, 1860. Note the location of Hugh Kelly's Bird-In-Hand Inn.

<https://www.thehills.nsw.gov.au/Library/Library-e-Resources/Local-Studies-Family-History/Historical-Subdivision-Plans-of-The-Hills-Shire/Kellyville-Subdivision-Plans>

In pairs, students observe the appearance of the country between Kellyville and Rouse Hill. They list the names of landowners whose properties were located in the vicinity of the White Hart Inn.

Students speculate about why people established farms and inns on the fringes of the Windsor Road. With reference to information gathered in Step 2, they compare past and present reasons for locating homes and businesses along colonial roadways.

Students compile a list of advantages that may have influenced individuals to access land adjacent to the Windsor Road.

Teacher explains, that despite its attractions, living and travelling along the Windsor Road had drawbacks. Teacher distributes Activity Sheet 7: On the road, (page 183-186) In groups, students discuss the sources and complete.

With reference to information gathered during this learning activity, teacher and students discuss how 'space' or location influenced the lives and experiences of individuals living and working on the Windsor Road during this time.

Step 4 – White Hart Inn reconstruction

On the interactive whiteboard, teacher displays an artist's impression of the White Hart Inn, an archaeological plan, and floor plan of the building. Class discusses the appearance of the inn, its size and construction, functions of rooms and other spaces, activities that may have taken place on the premise and people involved.

Resources for this activity available at:

<https://www.sydneymetro.info/white-hart-inn>

Step 5 – People of the White Hart Inn

Teacher reads Frank Walker's recreation of colonial inn life:

“Many of the old-time inns have disappeared, leaving not a trace behind... These speak to us across the years, and recall the old times when railways were undreamed of, and all the romance of the age clustered around the old-time coach and post-chaise. The main road... carried upon its surface a motley throng, and seldom was the hospitable door of the roadside inn passed. In...the life and warmth of a cheerful fire, many interesting groups of individuals have assembled to discuss the latest colonial sensation...’

‘The old inn, when at its prime was a favourite house of call. Judges on circuit, soldiers, diggers, travellers, on foot or otherwise, convicts and even bushrangers have at one time and another paused in their journey backwards and forwards to partake of the good cheer provided by mine host...’

Quoted: Frank Walker, Sydney Mail, Wednesday 2 November 1921 p.2 and p.6

Teacher uses Walker's recreation to brainstorm a list of individuals and groups who either did or may have frequented the White Hart Inn: publicans, convicts, assigned convicts, soldiers, wealthy landowners and free settlers living in the vicinity, bushrangers, coach drivers, mail men and travelling magistrates.



Figure 34: From Edward Close's sketchbook depicting life and society in New South Wales in the early days of the colony, 1817. State Library of New South Wales.

Discuss what the list reveals about early colony society: its diversity and difference; range of occupations; wealthy and poor; workers and privileged; law abiders, outlaws and law makers and enforcers; men, women and children; entrepreneurs; free, convicted, imprisoned, under sentence, assigned and pardoned.

Students research ONE of following individuals historically linked to the White Hart Inn:

- William Cox
- Ann Hollis
- Bold John Donohoe
- Hugh Kelly
- James Mileham
- Sarah Tighe
- James Gough

Students use Activity Sheet 8: Historical personalities – Sydney's North West, (page 187) to construct a historical profile of their chosen individual.

Step 6 – Significance of the White Hart Inn

Students return to Activity Sheet 1: White Hart overview, and review entries made under the 'Significance of the site' section of the overview.

Teacher provides a list of historic themes used by the New South Wales Office of Environment and Heritage to judge the significance or historical importance of a site:

- Accommodation
- Commerce
- Leisure
- Transport
- Domestic life
- Land tenure
- Persons
- Agriculture
- Environment – cultural landscape

In groups, students:

- Eliminate themes that do not apply to the White Hart Inn
- Rank the remaining themes from highly relevant to little relevance

- Provide reasons and evidence to support the ranking
- Write a short proposal to the Office of Environment and Heritage (OEH) recommending that the White Hart Inn site be included on the State Heritage Register (there is a nomination form for this). Councils list items of local significance on the Schedule 5 (Environmental Heritage) of the relevant local environmental plan (LEP), which in this case is The Hills Local Environmental Plan 2012 (refer to <http://www.environment.nsw.gov.au/heritage/listings/index.htm> for information on how to protect heritage in NSW).
- The State Heritage Register nomination form can be downloaded from here: <http://www.environment.nsw.gov.au/Heritage/publications/permitapps.htm>

Extension activity

In groups students curate a photographic exhibition of roadside colonial inns. The exhibition features a poster promoting and naming the event, and a catalogue, which provides the viewer with:

- Background information about the golden age of roadside inns
- Short history of the selected inns
- Brief biography of the photographer/s where available

Under each of the photographs students identify its provenance: name of the inn, location and date of construction, photographer, and date the image was created.

Use Microsoft Word templates to format posters and catalogues.



Figure 35: Old Emu Hotel, Windsor Road, 1912. Sarah Tighe was publican at this inn before becoming licensee at the White Hart Inn in 1832. Frank Walker glass slide collection, Royal Australian Historical Society.

Frank Walker was an Australian historian and photographer. During the 1920s he photographed many of the colonial inns of Sydney and rural New South Wales. Many have since been demolished.

Frank Walker's articles 'Some Famous Roadside Inns' (Sydney Mail, 2 November 1921) and 'Australian Roadside Inns', and images at:

<http://trove.nla.gov.au/picture/result?q=frank+walker+old+hotels>

Information on inns and innkeeping at:

<http://www.sydneymetro.info/white-hart-inn>

Further images are available State Library of New South Wales at:

<http://www.acmssearch.sl.nsw.gov.au/s/search.html?collection=slnsw>

Web links



Archaeological assessment and research design: Swan Inn, Old Windsor Road to White Hart Drive, North West Rail Link, 11 September 2013 (PDF)

<https://www.sydneymetro.info/sites/default/files/NWRL-Swan-Inn-Archeological-Assessment-and-Research-Design.pdf%3Fext%3D.pdf>

Excavation report: Archaeological excavation of 1860s house site, Kellyville station, Sydney Metro Northwest, 16 October 2015 (PDF)

<https://www.sydneymetro.info/sites/default/files/document-library/Sydney%20Metro%20Northwest%20European%20Heritage%20Archaeological%20Test%20and%20Salvage%20Excavation%20Report%20-%20Kellyville%20Station.pdf>

Historical background of Sydney's North West: Transport and settler families (pages 9–29):

<https://www.sydneymetro.info/sites/default/files/NWRL-Swan-Inn-Archeological-Assessment-and-Research-Design.pdf%3Fext%3D.pdf>

Hidden hart: The unfolding mystery of Kellyville's White Hart Inn

<https://www.sydneymetro.info/white-hart-inn>

Lee, R. Chapter 7: Communication by post, telephones and telegraph, 1800–1970. Linking a nation: Australia's transport and communications 1788–1970.

<http://www.environment.gov.au/heritage/publications/linking-a-nation>

Old Windsor Road and Windsor Road Heritage NSW Office of Environment and Heritage

<http://www.environment.nsw.gov.au/heritageapp/ViewHeritageItemDetails.aspx?id=4301011>

Walker, F. (1921). Some famous roadside inns. Sydney Mail (NSW: 192–1938), Wednesday 1921, pages 8–30.

<http://trove.nla.gov.au/newspaper/article/162034124?searchTerm=some%20famous%20roadside%20inns&searchLimits>

Walker, F. (1921). Australian roadside inns. Windsor and Richmond Gazette (NSW: 1888–1954), Friday 4 November 1921.

<http://trove.nla.gov.au/work/212588637?q=roadside+inns&c=article&versionId=233450946>

Learning Sequence 5 – Gold Rush: Population explosion

Focus question

What effect did the discovery of gold in NSW have on expanding the colony in Sydney and NSW?

Background information

In 1851, Edward Hargraves discovered gold in the Bathurst area west of the Blue Mountains in NSW. The population in NSW increased from 200,000 in 1851 to 357,000 in 1861. There were even greater increases in Melbourne and Victoria. Sydney’s population grew rapidly and serviced the huge numbers of immigrant miners arriving in the port before travelling to the goldfields in the west. This resulted in increased economic activity, a building boom and the development of infrastructure such as roads, railways, ports and towns. This resulted in further expansion of the colony into inland areas and further displacement of Aboriginal people.

Further information

<http://www.cityofsydney.nsw.gov.au/learn/history/people-and-places/sydneys-beginnings>

Learning experiences

Step 1 – Changes and consequences

Students make a consequences/effects chart. They research the impact of the Gold Rush on colonial expansion and create a consequences/effects chart using a mind mapping program or App such as Inspiration, Simple Mind or iThoughtsHD. See web links for sites to assist students’ research on the Gold Rush.



Figure 36: Sample consequences/effects chart made on an iPad using the Simple Mind App.

Resources for research

The gold boom

<http://www.sl.nsw.gov.au/stories/eureka-rush-gold>

Eureka the Rush for Gold

<https://www.sl.nsw.gov.au/stories/eureka-rush-gold>

Learning Sequence 6 – Travel and transport in a growing colony

Focus questions

- How did people in Sydney and NSW travel in the period 1850–1910?
- What developments in transport in the 19th century influenced settlement and society in Sydney and surrounds?

Background information

Prior to the Gold Rush, Sydney's transport was very basic and people travelled mainly by foot, horse and cart, or by river. With the expansion of the colony there were major infrastructure building programs to improve transport. Ports were expanded and roads were improved, enabling expansion of coach services. Tramways were built within Sydney's inner suburbs and railways were built radiating from Sydney to inland NSW. Harbour and river transport continued, and ferry and steamer transport expanded as did coastal shipping.

Further information

http://dictionaryofsydney.org/entry/transport?zoom_highlight=transport

Learning experiences

Step 1 – In the picture

Students examine photographs and images of transport in Sydney between approximately 1850 and 1890. The online Dictionary of Sydney contains a good selection of images.

http://dictionaryofsydney.org/entry/transport?zoom_highlight=transport.

Students take note of the modes of transport available in Sydney

Step 2

Students examine the photograph of Circular Quay (Activity sheet 9, page 188) and put themselves in the picture. They describe what it looks like around them, what it sounds like, what it smells like and why they are there. Groups of students could create tableaux of themselves in the photo and bring them to life.

Step 3 – Journal entry (assessment task)

In the role of a hopeful immigrant gold miner describe how you travelled to the goldfields and what you saw around you as you travelled west of Sydney before crossing the mountains.

Supporting text

The Tram to Bondi Beach by Libby Hathorn and Julie Vivas, Angus and Robertson, 1981.

Learning Sequence 7 – The advent of rail: Change and consequences

Focus questions

- When, where and why were the first railways in Sydney and NSW built?
- How did rail change society and settlement patterns in Sydney and surrounds?
- What rail links have served the North West region in the past?

Background information

The first railway line in Australia was laid between Sydney and Parramatta and opened in September 1855. The Granville to Liverpool Line opened in 1856 and to Campbelltown in 1860. The Parramatta to Blacktown section of the Main Western Line opened in 1860 and the extension to Richmond opened in 1864. The Great Northern railway line opened from Strathfield to Hornsby in 1886 and the North Shore Line from Hornsby to St Leonards opened in 1890. By 1912 railway lines radiated out from Sydney in all directions across NSW.

Railways were initially planned to transport produce from inland areas to the Sydney ports, but they were a key factor in influencing Sydney's settlement patterns, as the advent of rail provided transport to outer areas. Land along railway lines was subdivided and sold for housing. As a result Sydney's population spread along the lines, which provided the skeleton for Sydney's suburban growth. In country NSW, towns developed around train stations, and influenced the development of inland cities and regional economies.

Tramlines were originally laid to serve Sydney's inner suburbs while rail was provided to serve outer areas. With electrification, the tramway network was expanded into some of Sydney's newer suburbs. As the population spread, some tramlines were laid in outer areas. A steam tramway opened between Parramatta and Baulkham Hills in 1902 and was extended to Castle Hill in 1910. This tramway led to the subdivision of land along the route. The line was replaced by a railway in January 1923 that operated from Westmead to Rogans Hill until February 1932.

With increasing car ownership after World War II, areas between rail lines were settled, changing the pattern of development across Sydney.

Further information

<http://www.infrastructure.gov.au/rail/trains/history.aspx#intro>

Map of railways and tramways in Sydney 1912

<http://nla.gov.au/nla.map-f116-s2>

Learning experiences

Step 1 – Starting the first railway

Show students the image of the opening of the first railway in Sydney <http://nla.gov.au/nla.obj-138452395/view> and read them the short extract from the *Sydney Morning Herald*, 4 July 1850.

The first Australian railway

“Yesterday the turning of the first turf of the first Australian railway was accomplished, and the ceremony was performed by the daughter of the Governor of the colony, Honorable Mrs. Keith Stewart – in spite of the rain, which certainly interfered much with the programme of ceremonies.

He felt it to be a pride and gratification to him, that the first railway in the Southern Hemisphere should be commenced in New South Wales during his administration: for he felt confident, that innumerable blessings must arise from it, in a social, political, and moral point of view.”

Source: Sydney Morning Herald, Thursday, 4 July 1850.

<http://trove.nla.gov.au/ndp/del/article/12919209>

Step 2

Brainstorm what the ‘innumerable blessings’ may have included with the advent of rail. Students read the 1850 Sydney Morning Herald article extracts and list the anticipated benefits (Use Activity sheet 10, page 189).

Step 3

Great Northern railway – land sales.

Students view land sale posters for land subdivisions along the Great Northern railway line, available in Trove Maps. (Use Activity sheet 11, page 190).

Further information

Mount Epping Estate

<http://nla.gov.au/nla.obj-230176685/view>

Blackacre brochure

<http://nla.gov.au/nla.obj-230405386/view>

Blackacre poster

<http://nla.gov.au/nla.obj-230405498/view>

Hornsby Estate

<http://nla.gov.au/nla.obj-230217857/view>

Direct student attention to the selling features. Re-enact a land sale auction for one of the estates along the Great Northern railway line using the language of the period.

Step 4 – Settlement patterns

In SIX Maps <http://maps.six.nsw.gov.au> use the NSW Map view to show students the current railways in Sydney. Point out the Great Northern railway line and the stations along it. Zoom in on the Epping to Pennant Hills section and point out the ribbons of suburban development along the railway line. Identify surrounding land uses. Students shade in the land use on a copy of the 1943 aerial photo, Activity Sheet 12. (page 191).

Step 5 – Tramway and railway to Castle Hill

Students view the maps of railways and tramways in Sydney and NSW in 1912.

<http://catalogue.nla.gov.au/Record/36774?lookfor=castle%20hill%20tramway&offset=1&max=2>

Point out the tramway from Parramatta to Castle Hill and explain that a steam tram operated on a tramway along Windsor Road and Old Northern Road from 1902, and that it was replaced by rail in 1923, closing in 1932. It was known as the Rogans Hill – Parramatta Line.

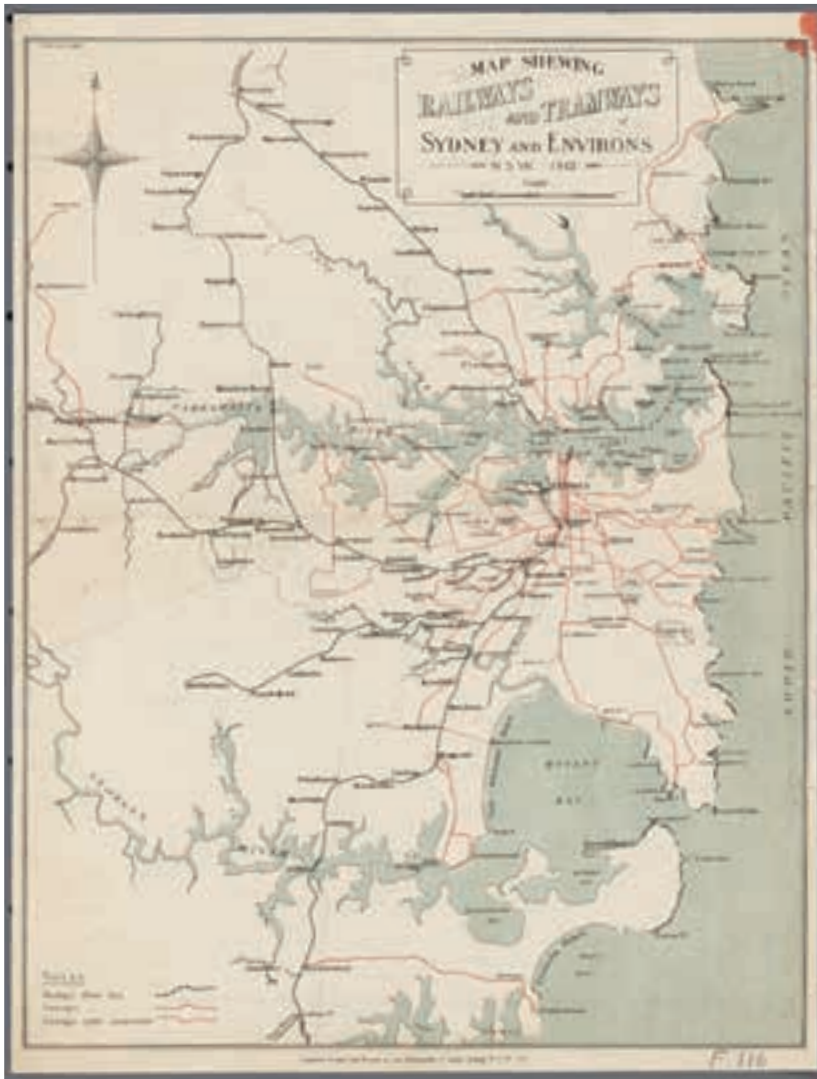


Figure 37: Map of railways and tramways in Sydney 1912, showing the Rogans Hill – Parramatta railway line.

Trove reference: <http://nla.gov.au/nla.map-f116-s2>

Step 6

As a short research task, students, in groups, research the Rogans Hill – Parramatta railway line and create a virtual journey along the line. This may be in turn a series of past and present images or a re-telling of the journey from the posing of views of an original passenger. Students use Activity sheet 13 (page 192).



Figure 38: A photo of Baulkham Hills Station just before it closed in January 1932. It formed part of the Rogans Hill railway line and was the only station with a double platform.



Figure 39: Model Farms Siding Reserve, Folini Ave, Winston Hills and railway cutting at George Sutter Reserve, Baulkham Hills (Hills Bowling Club in the background).

Learning Sequence 8 – Sydney Metro Northwest: Causes and effects

Focus questions

- Where and why will Sydney Metro Northwest be built?
- How will Sydney Metro Northwest change communities and settlement patterns in the North West region?
- What communication strategies have been used in planning Sydney Metro Northwest?

Background information

The \$8.3 billion Sydney Metro Northwest is Australia's largest public transport infrastructure project and a priority rail project for the NSW Government. The 36 kilometre rail link to Sydney's growing North West region includes eight new railway stations: Cherrybrook, Castle Hill, Showground, Norwest, Bella Vista, Kellyville, Rouse Hill and Cudgegong Road. The Castle Hill Station will be built beneath the location of the former Castle Hill Station, currently Arthur Whitling Park. Also planned are 4000 commuter car parking spaces. The rail link includes 15 kilometre of tunnels between Bella Vista and Epping.

Further information

<https://www.sydneymetro.info/northwest/project-overview>

Learning experiences

Step 1

Show students the route of Sydney Metro Northwest.

<https://www.sydneymetro.info/northwest>

Step 2

Students view an interactive journey on Sydney Metro Northwest and the interactive aerial journey.

<https://www.sydneymetro.info/map/interactive-map>

Step 3

Brainstorm potential benefits Sydney Metro Northwest will have on the North West region of Sydney.

Step 4 – Changes

Show students the map of the Sydney Metro Northwest *Corridor Strategy*.

http://www.planning.nsw.gov.au/Plans-for-Your-Area/Priority-Growth-Areas-and-Precincts/Sydney-Metro-Northwest-Priority-Urban-RenewalCorridor/~/_media/3C7B8E2246724F50BC507815AC6169FD.ashx

Step 5

Teacher explains the Sydney Metro Northwest *Corridor Strategy* and how areas along the rail link will change and grow. Ask students what it will mean to them personally and to the community generally.

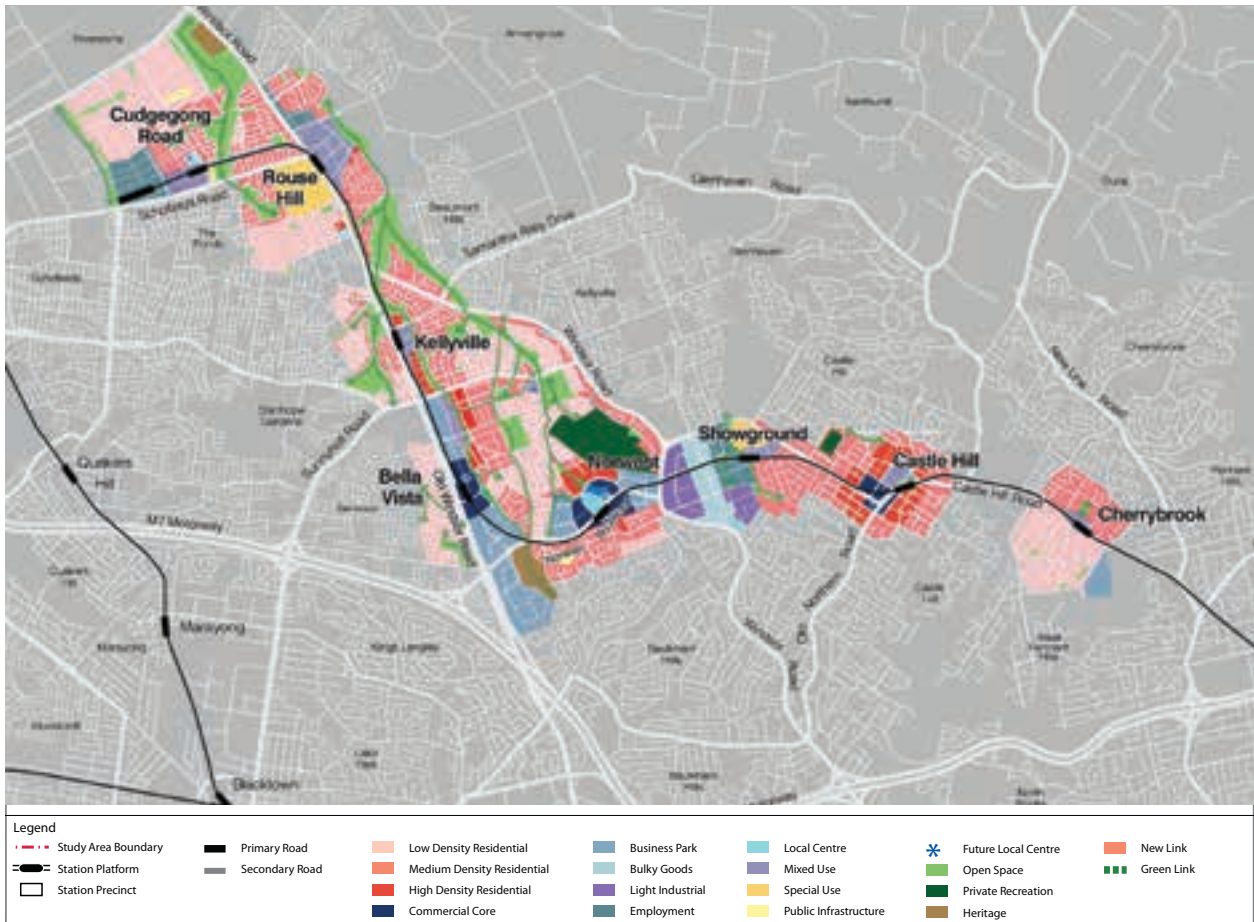


Figure 40: This map of the Sydney Metro Northwest *Corridor Strategy* can be downloaded from: <https://www.planning.nsw.gov.au>

Step 6

Students research the potential changes that will result from Sydney Metro Northwest and create a consequences/effects chart using a mind mapping program or App such as Inspiration, Simple Mind or iThoughtsHD.

Resource links are on Activity sheet 14 (page 193).

Step 7 – Improvisation

Replay the Sydney Metro Northwest interactive aerial journey and ask students to imagine they are travelling on the train as an 18 year old.

<https://www.sydneymetro.info/map/interactive-map>

Students improvise travelling on the Sydney Metro Northwest train as an 18 year old when the train is newly completed. They may be on the station or on the train. Freeze the drama and then students continue their enactment as a 26 year old and then as a 50 year old. The students' conversation and actions should reflect the personal benefits of the rail line.



Instead of improvised drama, students may prefer to use the Fake Text Messages site at <http://iphonefaketext.com> to create dialogue, as shown to the left.

Assessment tasks

'Into the future' media release

Students write a one page media release on the opening of Sydney Metro Northwest in the year 2019. They should include the benefits to the community of the North West region of Sydney. Students could reflect on the 1850 Sydney Morning Herald report on the sod turning for the first railway in Sydney when planning their futuristic media release.

Advertising the rail link

Working in groups, students create a 30 second radio advertisement or TV commercial promoting Sydney Metro Northwest to the community. Students need to identify their audience and the key points relevant to them and use persuasive language and images.

Future assessment tasks

Students reflect on their learning over the unit of work and complete the 'what I have learnt' column.

Activity sheet 1

Pemulwuy

Instructions

Read each source, use a dictionary or ask your teacher about words you don't understand.

Put the sources in the correct order, then use some of the information from the sources to make a timeline of Pemulwuy's life.

SOURCE A

"On 25th January 1795 we found that the natives were assembling in numbers for the purpose of performing a ceremony. Several youths well known among us, never having submitted to the operation [circumcision] were now to be made men. Pe-mul-wy, a wood native, and many strangers, came in [to Farm Cove in Sydney]."

Source: Collins, D. *An Account of the English Colony of New South Wales, Vol 1.*

SOURCE B

"The natives . . . plundered many of the settlers, wantonly murdered four white men and cruelly used some of the convict women . . . The natives about Sydney and Hawkesbury continued as domesticated as ever, and reprobated [condemned] the conduct of the natives in the neighbourhood of Parramatta and Toongabbee, who were irritated by an active, daring leader named Pemulwuy . . .

I gave orders for every person doing their utmost to bring Pemulwuy in, either dead or alive . . . Some time after, two settlers, not having the means of securing the persons of Pemulwuy and another native, shot them."

Source: Governor King to Lord Hobart, 30th October 1802

SOURCE C

"Several tribes of the natives still continuing to throw spears at any man they meet unarmed, by which several have been killed or dangerously wounded, the Governor, in order to deter the natives from such practices in the future, has ordered out a party to search for the man who wounded the convict [McEntire] in so dangerous a manner . . . and to make a severe example of that tribe . . .

A party consisting of 2 captains, 2 subalterns and 40 privates with a proper number of non-commissioned officers from the garrison, with three days' provision etc, to be ready to go out tomorrow morning at daylight, in order to bring in six of those natives who reside near the head of Botany Bay, or if that number should be found impracticable, to put that number to death."

Source: Governor Phillip's General Orders, 13th December 1790



Northwest

Activity sheet 1

Pemulwuy

SOURCE D

“Pemulwuy, or some of his party, were not idle about Sydney; they even ventured to appear within half a mile of the brickfield huts, and wound a convict who was going to a neighbouring farm on business.”

May, 1795

Source: Collins, D. *An Account of the English Colony of New South Wales, Vol II*, March 1797

SOURCE E

“This detachment [of soldiers] is to prevent the natives from firing the wheat, for which purpose a private will patrol occasionally from daylight till nine o'clock at night . . . They are to fire on [shoot at] any natives they see, and if they can, pursue them with a chance of overtaking them. Every means is to be used to drive them off, either by shooting them or otherwise.

It being known that William Knight and Thomas Thrush [outlaws] and the native, Pemulwoy, are the promoters of the outrageous acts that have been lately committed by the natives, whereby two men have been killed, several dangerously wounded, and numbers robbed, the reward* advertised on the 17th inst [this month] will be given to those who will bring the above delinquents in, dead or alive . . .

*The reward included 20 gallons of rum and two suits of clothes to a free man and a pardon for someone serving 14 years or life.”

Source: Governor King's Government and General Orders, 22nd November 1801

SOURCE F

“Having proceeded down the river, they stopped at a point near Botany bay, where they met with several parties of natives among whom was Pe-mul-wy, who, having recovered from his wounds, had escaped from the hospital with an iron about his leg.”

Source: Collins, D. *An Account of the English Colony of New South Wales, Vol II*, March 1797



Northwest

Activity sheet 1

Pemulwuy

SOURCE G

“... they saw two natives, with spears in their hands, creeping towards them, and three others a little farther behind . . . McEntire said “Don’t be afraid, I know them,” and immediately laying down his gun, stepped forward and spoke to them in their own language . . . One of them jumped on a fallen tree, and without giving the least warning of his intention, launched his spear at McEntire and lodged it in his left side. The person who committed this wanton act, was described as a young man with a speck, or blemish, on his left eye. . .

In the course of the day, Colbee and several more natives came in . . . Their behaviour indicated that they had already heard of the accident, as they repeated twice or thrice the name of the murderer, Pim-el-wi, saying that he lived at Botany Bay.”

Source: December 1790, Tench, W, *Sydney’s First Four Years*

SOURCE H

“From the wanton manner in which a large body of natives resident about Parramatta, George’s River and Prospect Hill, have attacked and killed some of the Government sheep, and their violent threat of murdering all white men they meet, which they put into execution by murdering Daniel Conroy, stock-keeper, . . . and severely wounding Smith, settler: and it is impossible to foresee to what extent their present hostile menaces may be carried, both with respect to the defenceless settlers and the stock, the Governor has directed that this, as well as other bodies of natives in the above district, to be driven back from settlers’ habitations by firing at them.”

Source: Governor King’s Government and General Orders, 1st May 1801



Northwest

Activity sheet 1

Pemulwuy

SOURCE I

“A strange idea was found to prevail among the natives respecting the savage Pe-mul-wy, which was very likely to prove fatal to him in the end. Both he and they entertained an opinion, that, from his having been frequently wounded, he could not be killed by our fire-arms. Through his fancied security, he was said to be at the head of every party that attacked the maize grounds.”

Source: Collins, D. *An Account of the English Colony of New South Wales, Vol II*, March 1797

SOURCE J

. . . the soldiers entered the town [Parramatta], and in about an hour after were followed by a large body of natives, headed by Pe-mul-wy, a riotous and troublesome savage. These were known by the settlers to be the same who had so frequently annoyed them; and they intended, if possible, to seize upon Pe-mul-wy; who, in a great rage, threatened to spear the first man that dared to approach him, and actually did throw a spear at one of the soldiers. The conflict was now begun; a musket was immediately levelled at the principal [Pemulwuy], which severely wounded him . . .

Pe-mul-wy, who had received seven buck shot in his head and different parts of his body, was taken extremely ill to the hospital. This man was first known in the settlement by the murder of John McIntire in the year 1790; since which time he had been a most active enemy to the settlers, plundering them of their property and endangering their personal safety.

Source: Collins, D. *An Account of the English Colony of New South Wales, Vol II*, March 1797



Northwest

Activity sheet 1

Pemulwuy

Timeline of Pemulwuy's Life



Figure 41: Plate 3. 'Pimbley 1804', thought to be Pemulwuy, from James Grant, *Narrative of a Voyage of Discovery*. Image from the National Library of Australia.

Dates	Events



Northwest

Resource sheet 1 – paintings: Early views of Parramatta and Castle Hill



Figure 42: George Street Parramatta from the gates of Government House, around 1804-5.
<http://dictionaryofsydney.org/place/parramatta>



Figure 43: Government Farm Castle Hill, 1806.
<http://historyservicesnswblog.blogspot.com.au/2011/05/castle-hill-heritage-park.html>



Figure 44: Residence of John McArthur Esq. near Parramatta New South Wales, 1825.
http://sydneylivingmuseums.com.au/sites/default/files/styles/heroimages/public/LON10_EFGB_039_2.jpg?itok=SNedhLx



Figure 45: A view of part of Parramatta, J.W.Lewin, 1809.
<http://www.migrationheritage.nsw.gov.au/exhibition/objectsthroughtime-history/1790-1830/>



Northwest

Activity sheet 2

Changing the landscape

Instructions

Look closely at the four paintings from the early colony, then answer the following questions.

List five changes the colonists have made to the landscape.

Why do you think these changes were made?

What would be the result of the changes for the colonists?

Does anything of the pioneer remain and where is it e.g. grave, house, monument?



Northwest

Resource sheet 2 – council crests



A. Blacktown City Council



D. Parramatta City Council



B. Ryde City Council



E. Hawkesbury City Council



C. Prospect City Council



F. The Hills Shire Council

Activity sheet 3

Pioneer research scaffold

Instructions

Choose one of these pioneers from the North West Sydney region to research.

- Matthew Pearce
- George Suttor
- William Joyce
- John Smith
- Richard and Elizabeth Rouse
- Andrew McDougall
- Lalouette de Vernicourt (also known as Baron de Clambe)
- Sophia Doyle (wife of Andrew Doyle)

Name of your pioneer:	
Date and place of birth:	
Convict or free:	
When did they arrive in Australia and on which ship?	
When did they receive their land grant and how big was it (acres or hectares)?	
What did they produce on the land?	
What other contribution did they make to the colony?	
Any other interesting facts:	
Does anything of the pioneer remain and where is it e.g. grave, house, monument?	
Provide a relevant image:	
Provide a quote from a relevant source:	
Provide a list of the books and websites you used to find your information.	



Northwest

Activity sheet 4

Information overview: White Hart inn



Location	Construction and appearance	Artefacts	People	Significance of the site
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Activity sheet 5

White Hart Inn – Sources and evidence

Archaeologists consulted a wide range of sources to determine the likely location of the White Hart Inn and its history. What information could the sources listed below provide to archaeologists about the probable location and history of the White Hart Inn.

Write your thoughts in the boxes provided.

Sources of evidence	Evidence provided
Historic maps and plans	
Previous historical or archaeological reports	
Modern and historical aerial photography	
Survey field books and plans	
Land title records	
General histories of the area (secondary sources)	
NSW Calendar and Post Office Directory	
Local historical records including rate books	
Newspapers of the time	
Historic photographs	



Northwest

Activity sheet 6

Working with artefacts

In groups, select four artefacts from the identification list and images displayed on the whiteboard. Complete the following artefact grid. Use the information and ideas you have already gathered about your chosen artefacts when answering the questions below.

1. Draw and identify each of your chosen artefacts	2. What does this object reveal about the lives and activities of the people who may have used this object?	3. What does this object reveal about the White Hart Inn?	4. What more would you like to know about this object? Where might you find this information?



Northwest

Activity sheet 7

On the road

The following visual and written sources tell us something about the experiences and dangers that confronted colonial travellers and residents on the Windsor Road. Discuss and complete this activity in groups.

As you examine the following sources highlight words and phrases that are unfamiliar to you or things you need to look up.

Source 1

“The Roads – A petition was forwarded a few days ago to the Governor, signed by between seventy and eighty persons praying that the road between Parramatta and Windsor may be repaired.

It has for some time back been in a most dangerous state, and while heavy sums are expended on the same line from Sydney to Parramatta, the road complained of is almost totally neglected.”

Source: Sydney Herald, Tuesday 26 April, 1842, p.2

Source 2

“Dreadful Accident – On Tuesday evening, as a man named William Adams, a drayman in the employment of Thomas Caddell, Esq., of Windsor, was returning with his teams from Liverpool, and after leaving the White Hart Inn, about half-way between Windsor and Paramatta, his horses from some cause or other ran off, and Adams, after several ineffectual efforts to extricate himself from the dray upon which he was then riding, was at length pitched off, when, with his arms extended on the road, one of the wheels passed over both, producing a compound fracture of the left – and a simple fracture of the right arm.

As soon as intelligence was received in town – Surgeons White and Bell were as soon as possible in attendance, and found it necessary to amputate the left arm. The poor sufferer bore the operation with much fortitude, and is as well under all the circumstances, as can possibly be expected.”

Source: Hawkesbury Courier and Agricultural and General Advertiser, Windsor' NSW, Thursday 27 March 1845, p.2

Source 3

“Bushranging – Information was lately received by Mr. Shirley, chief constable here, that a bushranger was seen prowling about Mr. Booth's Inn, on the road between Windsor and Parramatta. No time was lost in dispatching constables to the place, but hitherto they have been unsuccessful in capturing the miscreant.

If however, energy and captivity can avail, there is little doubt of both being put into fearless operation to secure the depredator and bring him to justice. If the information be correct, he, in all likelihood, is not single handed.”

Source: Sydney Morning Herald, Tuesday 27 September 1842, p.2



Northwest

Activity sheet 7

On the road

Source 4



Figure 46: Bushrangers robbing the mail, George Lacy, 1850, National Library of Australia. Note that the location of this sketch is unknown. Similar coaches travelled the Windsor Road in the 1840s and 1850s.

Activity sheet 7

On the road

Inquiry questions	Evidence (information provided by the source);	Thoughts and ideas
What type of source is it? (newspaper report, sketch)		
Who created it?		
When was it created?		
Why was it created? (purpose)		
Who was the audience?		
What does it say about the dangers and experiences on the Windsor Road?		
What is the creator's point of view?		
Can it be trusted?		

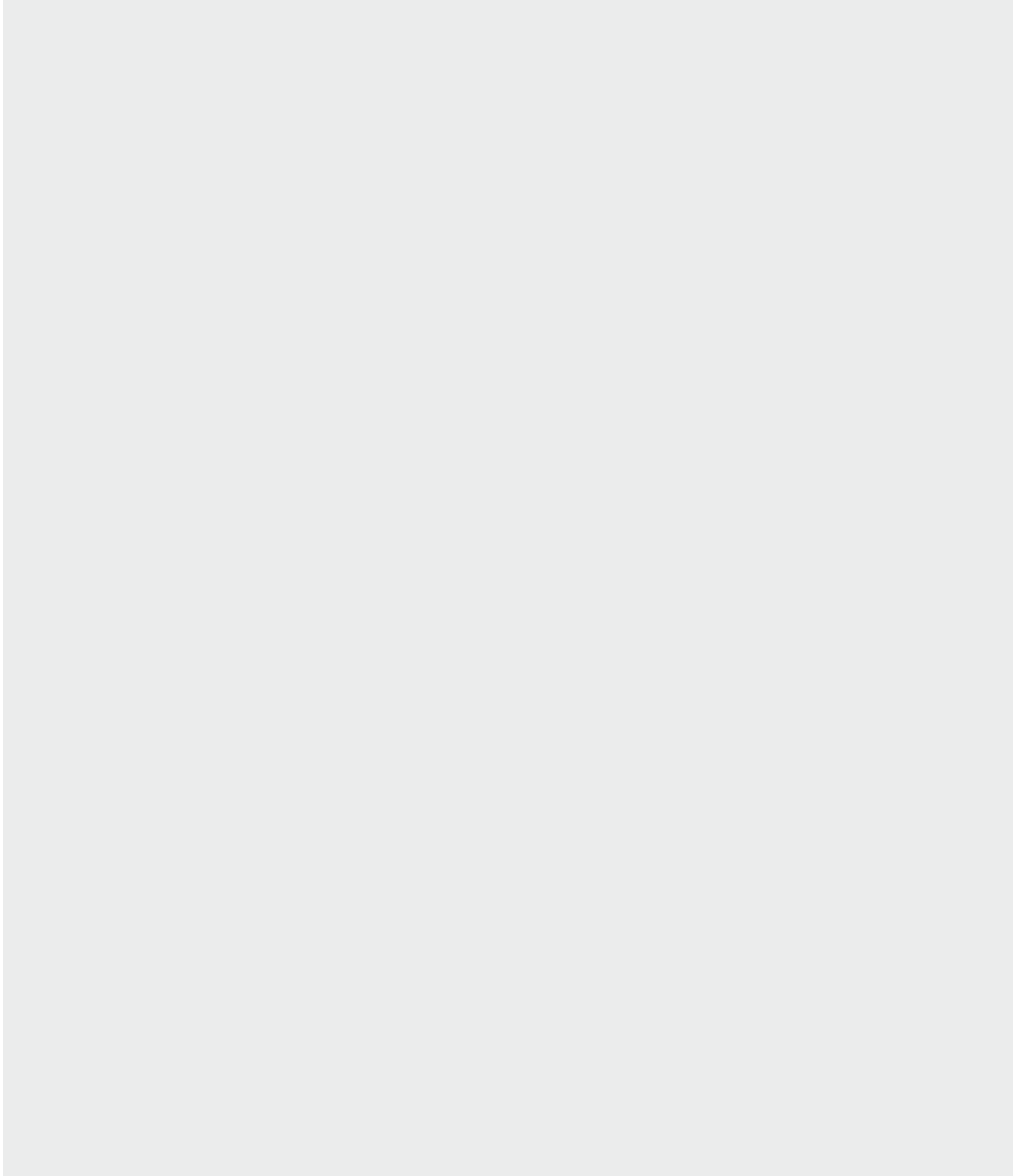


Northwest

Activity sheet 7

On the road

Colonial newspapers were full of stories about the dangers of road travel and the unnerving experiences of individuals living in isolated places. Use the evidence provided by these sources to write a newspaper report for the colonial *Sydney Herald* warning travellers and residents about dangers they may encounter on the Windsor Road.



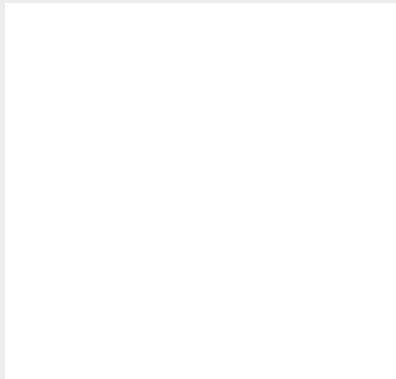
Northwest

Activity sheet 8

Historical personalities – Sydney's North West

My page

Image of chosen individual



Date/place of birth and death

Occupation/s and status

Public profile

Professional connections and acquaintances

Obituary

Timeline of key life event



Northwest

Activity sheet 9

In the picture



Figure 47: Photograph: 'Circular Quay', Kerry and Co. Sydney, Australia, circa 1884–1917 (looking east).

http://www.flickr.com/photos/powerhouse_museum/2758599005

Take a close look. Can you see evidence of three different forms of transport?

Position yourself in the photograph.

- What can you see around you?
- What sounds can you hear?
- What can you smell?
- Why are you there and how do you feel?

More about the photo:

<http://www.powerhousemuseum.com/collection/database/?irn=29971#ixzz2RbIBZ3x5>



Northwest

Activity sheet 10

Anticipated effects of rail

Read the extract from the Sydney Morning Herald article published 4 July 1850.

Source 1

The First Australian railway

“Yesterday the turning of the first turf of the first Australian railway was accomplished, and the ceremony was performed by the daughter of the Governor of the colony, Honourable Mrs Keith Stewart – in spite of the rain, which certainly interfered much with the programme of ceremonies.

He felt it to be a pride and gratification to him, that the first railway in the Southern Hemisphere should be commenced in New South Wales during his administration: for he felt confident, that innumerable blessings must arise from it, in a social, political, and moral point of view.

The Governor said that he had now to propose a toast, which he mentioned with the most lively satisfaction. It was “The success of the railway.”

It was a fact not generally known, perhaps, that a portion of land, comprising a radius of 140 miles, including the city of Sydney, was occupied by above half the whole population of the colony. If, then, in this sterile district so much good might be effected, why delay the opportunity of doing it. Once established these railways in the county of Cumberland – to Windsor on one side, to the Cowpastures on the other, and the great scheme of internal communication would be commenced. Then for the first time would they have an interior ‘to the colony, worthy of its out-ports – an interior, to the resources of which they could ‘look with confident reliance. He wished not to see the inland districts of the colony remain a wilderness. By the successful completion of this enterprise, they would be enabled to populate the desert – to create a civilised community in the wild and unpopulated parts of the colony. Then, too, the interior of the colony might be represented by members from the interior instead of the Sydney representation they possessed at present. They might then come to Sydney to perform their legislative duties, but still have it in their power occasionally to visit their families, and attend to their domestic affairs. It had been said that the colonists were not able to carry this enterprise out.”

Source: Extracts from The First Australian railway, Sydney Morning Herald, Thursday 4 July 1850.

<http://trove.nla.gov.au/ndp/del/article/12919209>

- List the anticipated benefits of the advent of rail mentioned in the article (Source 1)
- What does Source 2 tell us about people’s reaction to the arrival of the first train at Parramatta from Sydney?
- What expectations do you think early travellers may have held about the new mode of transport?

Source 2



Figure 48: Arrival of the first railway train at Parramatta from Sydney, Walter G. Mason, published 1857.

<http://nla.gov.au/nla.pic-an8021264>



Northwest

Activity sheet 11

Great Northern Line land sales

When land was subdivided along the railways what was promoted to Sydney's population?

Mount Epping Estate

<http://trove.nla.gov.au/work/6337237?q=mount+epping+estate&c=map&versionId=44812913>

Blackacre brochure

<http://trove.nla.gov.au/work/30834167?q=blackacre+brochure&c=map&versionId=37411408>

Hornsby Estate

<http://trove.nla.gov.au/work/32510867?q=hORNSBY+ESTATE&c=map&versionId=39521978>



Figure 49: Hornsby Estate.



Figure 51: Blackacre brochure.



Figure 50: Mount Epping Estate.



Figure 52: Blackacre poster.



Northwest

Activity sheet 12

Suburban patterns

Using a different colour for each, show the main land uses on the 1943 aerial photograph of the Great Northern railway line between Epping and Pennant Hills <https://maps.six.nsw.gov.au>



KEY



Railway



Housing



Farmland



Bushland



Northwest

Activity sheet 13

Virtual journey along the Rogans Hill – Parramatta railway line

Research the Rogans Hill – Parramatta railway line. Develop two to three inquiry questions to guide your research. Create a virtual journey along the line. This may be a series of past and present images or a re-telling of the journey from the eyes of an original passenger or tram or train driver.

Secondary sources

Summary of the line's history

<http://www.westernsydneylibraries.nsw.gov.au/westernsydney/index.html>

Primary sources

Oral history by Bruce Irwin

<https://www.thehills.nsw.gov.au/Library/Library-e-Resources/Hills-Voices-Online/Changing-Shire/Bruce-Irwin>

Oral history by Enid Davis

<https://www.thehills.nsw.gov.au/Library/Library-e-Resources/Hills-Voices-Online/Changing-Suburbs/Northmead-Enid-Davis>

Land Subdivision Posters

<https://www.thehills.nsw.gov.au/Library/Library-e-Resources/Local-Studies-Family-History/Historical-Subdivision-Plans-of-The-Hills-Shire/Castle-Hill-and-Glenhaven-Subdivision-Plans>

Google Maps

<https://maps.google.com.au>



Northwest

Activity sheet 14

Resource links

Sydney Metro Northwest – resources

Sydney Metro Northwest

<https://www.sydneymetro.info/northwest/project-overview>

Sydney Metro Northwest Project Overview September 2015

https://www.sydneymetro.info/sites/default/files/15082-Project-overview-September-2015_web.pdf%3Fext%3D.pdf

Media release (20 June 2012)

https://www.sydneymetro.info/sites/default/files/document-library/media%20release2062012_0.pdf

Sydney Metro Northwest Corridor Strategy

<https://www.planning.nsw.gov.au/Plans-for-your-area/Priority-Growth-Areas-and-Precincts/Sydney-Metro-Northwest-Urban-Renewal-Corridor>

The Growth Centres

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



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Norwest



Topic Two:
Linking the nation