# Supporting Students at home K6S (Term 2 - Week 5)

| | Monday 25/5/2020 | Tuesday 26/5/2020 | Wednesday 27/5/2020 | Thursday 28/5/2020 | Friday 29/5/2020 |
|---|---|---|---|---|---|
| **Morning** | **English**<br>*Soundwaves Unit 15*<br>*/ee/ /e/ /ea/ /y/ /ey/*<br><br><br>■ Work through your Literacy @ Home Checklis<br><br>***Writing***<br>■ Using one of the Digital Image provided (I have given you 2 – one is a little scary, the other one is joyful) use the sensory template to complete the "I See" and "I hear" sections. You might want to come up with a story to match the image. Use your imagination! | **English**<br>*Soundwaves Unit 15*<br>*/ee/ /e/ /ea/ /y/ /ey/*<br>■ Work through your Literacy @ Home Checklist<br><br>**This includes:**<br>■ Look-Say-Cover-Write Check;<br>■ 2 Activities from your Soundwaves Booklet;<br>■ Logging in to Soundwaves and complete segmenting tool for list words and 2 games;<br>■ **Reading;** and<br>■ *Writing*: Continue working on the sensory template and complete the "I feel" and "I smell" section | **English**<br>*Soundwaves Unit 15*<br>*/ee/ /e/ /ea/ /y/ /ey/*<br>■ Work through your Literacy @ Home Checklist<br><br>**This includes:**<br>■ Look-Say-Cover-Write Check;<br>■ 2 Activities from your Soundwaves Booklet;<br>■ Logging in to Soundwaves and complete segmenting tool for list words and 2 games;<br>■ **Reading;** and<br>*Writing:* Continue working on the sensory template and complete the "I feel" and "I smell" and "I taste" section. | **English**<br>*Soundwaves Unit 15*<br>*/ee/ /e/ /ea/ /y/ /ey/*<br>■ Work through your Literacy @ Home Checklist<br><br>**This includes:**<br>■ Look-Say-Cover-Write Check;<br>■ 2 Activities from your Soundwaves Booklet;<br>■ Logging in to Soundwaves and complete segmenting tool for list words and 2 games;<br>■ **Reading;** and<br>■ *Writing:* Put your Writing piece all together and share it with Mrs Scott. | **English**<br>*Soundwaves Unit 15*<br>*/ee/ /e/ /ea/ /y/ /ey/*<br>■ Work through your Literacy @ Home Checklist<br><br>**This includes:**<br>■ Look-Say-Cover-Write Check;<br>■ 2 Activities from your Soundwaves Booklet;<br>■ Logging in to Soundwaves and complete segmenting tool for list words and 2 games;<br>■ **Reading**<br>■ *Writing:* Write about the things that are the same between a dolphin and a shark, and then write about what is different. |
| | **Break** | | | | |

| | Monday 25/5/2020 | Tuesday 26/5/2020 | Wednesday 27/5/2020 | Thursday 28/5/2020 | Friday 29/5/2020 |
|---|---|---|---|---|---|
| **Middle** | **Mathematics**<br>**Warm Up:**<br>▪ Play one of the Maths games and/or activities in the *Maths Plus BLMs* sent home in your pack.<br>**Number**:<br>▪ Log in to *Studyladder* and watch this week's Tutorial Lessons. Then complete 3 set tasks.<br>**Maths Plus Tasks:**<br>**Group 1:** Pages **30-33**<br>▪ Count on to add small numbers.<br>**Group 2:** Pages **30-33**<br>▪ Extend subtraction facts.<br>**Group 3:** Pages **30-33**<br>▪ Use arrays to multiply by seven.<br>**Group 4:** Pages **30-33**<br>▪ Use a written method for four-digit addition with trading. | **Mathematics**<br>**Warm Up:**<br>▪ Complete 1 – 2 pages in your *Number Drill* work books.<br>**Number**:<br>▪ Log in to *Studyladder* and complete 3 set tasks.<br>**Maths Plus Tasks:**<br>**Group 1:** Pages **30-33**<br>▪ Find a quarter of shapes and collections.<br>**Group 2:** Pages **30-33**<br>▪ Introduce numerator and denominator.<br>**Group 3:** Pages **30-33**<br>▪ Find the product of pairs of numbers. Represent fifths and tenths.<br>**Group 4:** Pages **30-33**<br>▪ Use subtraction to check addition. | **Mathematics**<br>**Warm Up:**<br>▪ Log into *Hit the Button* and complete *Number Bonds* tasks.<br>**Number**:<br>▪ Play one of the Maths games and/or activities in the *Maths Plus BLMs* sent home in your pack.<br>**Maths Plus Tasks:**<br>**Group 1:** Pages **30-33**<br>▪ Estimate and measure length with uniform informal units.<br>**Group 2:** Pages **30-33**<br>▪ Identify and model halves, quarters and eighths.<br>**Group 3:** Pages **30-33**<br>▪ Label fifths and tenths on a number line.<br>**Group 4:** Pages **30-33**<br>▪ Find missing numbers in number sentences.<br>▪ Use numbers to solve equations. | **Mathematics**<br>**Warm Up:**<br>▪ Complete 1 – 2 pages in your *Number Drill* work books.<br>**Number**:<br>▪ Log in to *Studyladder* and 3 complete set tasks.<br>**Maths Plus Tasks:**<br>**Group 1:** Pages **30-33**<br>▪ Identify and describe likelihood.<br>**Group 2:** Pages **30-33**<br>▪ Identify faces, edges and vertices of pyramids.<br>▪ Describe a pyramid.<br>**Group 3:** Pages **30-33**<br>▪ Draw prisms, pyramids, cones and cylinders.<br>▪ Estimate and measure area of shapes in square centimetres.<br>**Group 4:** Pages **30-33**<br>▪ Draw prisms and pyramids.<br>▪ Add lines to show faces, edges and vertices. | **Mathematics**<br>**Warm Up:**<br>▪ Using the times tables laminated sheets from your pack, use your whiteboard marker to write out as many times tables facts as you can (you can check on the back to see if they are correct)<br>**Number**:<br>▪ Play one of the Maths games and/or activities in the *Maths Plus BLMs* sent home in your pack.<br>**Maths Plus Tasks:**<br>**Group 1:** Pages **30-33**<br>▪ Revise counting on to add small numbers.<br>**Group 2:** Pages **30-33**<br>▪ Develop strategies to calculate area.<br>**Group 3:** Pages **30-33**<br>▪ Draw shapes with the same areas and different perimeters.<br>**Group 4:** Pages **30-33**<br>▪ Interpret a picture graph.<br>▪ Design a picture graph to represent data. |
| | **Break** | | | | |

| Monday 25/5/2020 | Tuesday 26/5/2020 | Wednesday 27/5/2020 | Thursday 28/5/2020 | Friday 29/5/2020 |
|---|---|---|---|---|
| **Creative Arts**<br>Create the Organically Abstract Art Mobile (see attached resource)<br><br> | **HSIE**<br>***The Establishment of Australia's Colonies***<br>In this inquiry task, students will explore explore the unique characteristics and history of the six colonies of Australia.<br><br>**Tuning in:** Students watch and listen to the Territorial History of Australia video on YouTube. At the end of the video, ask the students:<br> ▪ ***How has the territorial map of Australia changed since 1788?***<br> ▪ ***Why did the Map Change?***<br> ▪ ***When was the Map of Australia, as we know it today finalaised?***<br><br>Using the dates from the attached resource, ask the students to create their own timeline of the establishment of Australia's colonies on a blank piece of paper. After the students have completed their timelines, encourage them to write a paragraph explaining how the territorial map of Australia changed with the establishment of each new colony.<br>Please send this work to Mrs Scott. | **PDHPE**<br>Today the focus is moving to a rhythm<br>***Warm Up:*** On YouTube search "HealthWorks! Youth Fitness 101 - Warm Up \| Cincinnati Children's".<br>Follow along with the instructor complete the warm-up exercises.<br>***Let's have a think:*** What is rhythm? How can we express rhythm? Clapping, clicking, tapping out feet. Have a practice repeating back rhythms clapped, tapped and stomped out.<br>***Make it:*** Pour a small amount of rice into a small dry, water or juice bottle. Close the lid tightly and you have made your very own maraca. Have a practice shaking your maracas, can you shake fast, slow, up high or down low. Can you make different rhythms? How does the rhythm change? Put your favourite song on and shake along with the beat?<br>***Dance it out:*** On YouTube search "Do the Bear Walk (Gross motor/Balance/Coordination/Self Regulation/ Brain Break)" | **Creative Arts**<br>Play the ***Talkin' Texture Game*** with members of your family (see attached resource)<br>**Aim:** For an individual to guess the descriptive texture word that has been placed in their headband.<br><br> | **PDHPE**<br>Today the focus is moving to a rhythm<br>**Warm Up:** On YouTube search "HealthWorks! Youth Fitness 101 - Warm Up \| Cincinnati Children's".<br>Follow along with the instructor and complete the warm-up exercises.<br>***Let's have a think:*** Search YouTube for "CUPS! By Kaboom Percussion" How are they making different sounds, beats and rhythms? What different movements are they using?<br>***Have a go:*** Using a plastic cup have a go at making up your own rhythm you might like to put on your favourite song to get some inspiration. When you are happy with your rhythm perform it for an audience.<br><br>***Dance it out:*** On YouTube search "Debbie Doo Dance Song For Kids - Roll Your Hands - With Dance School" |

*(Row label: **Afternoon**)*

# During a Literacy Session @ Home ✓ ✗

| | ✓ ✗ |
|---|---|
| I have written my spelling words on my LSCWC Sheet.<br><br>When I write my words I remember to use the<br><br>Look – Say – Cover – Write – Check Strategy.<br><br>Look, Say, Cover, Write, Check | |
| I have completed a minimum of 2 activities in my Soundwaves Text Book. | |
| I have written one or more sentences (up to a paragraph) in my Pink writing book.<br><br>If I have access to the internet I can write my sentences using Google Docs | |
| I have read out loud to a member of my family or listened to someone else read to me. | |
| I have logged on to:<br>1. Soundwaves;<br>2. Google Classroom;<br>3. Reading Eggs;<br>and completed my online reading and spelling activities, typing practice or typed up my writing in Google docs. | |

**Writing Task:**

- **Using the Digital Image provided, use the sensory template to complete the "I See" and "I hear" sections. You might want to come up with a story to match the image. Use your imagination!**

**Writing Task:**

- Using the Digital Image provided, use the sensory template to complete the "I See" and "I hear" sections. You might want to come up with a story to match the image. Use your imagination!

👁 I See...

👂 I Hear...

👃 I Smell...

👅 I Taste...

✋ I Feel...

👁 I See...

👂 I Hear...

👃 I Smell...

👅 I Taste...

🖐 I Feel...

**This is an example:**



**👁 I See...**

Cans, hooks, cables, nets... Anything that can and will stop me from reaching the rip cord I so desperately seek to kick the engine over.

**👂 I Hear...**

The sharp hiss and roar of a completely foreign beast interrupting an otherwise serene afternoon of fishing. I hear my heart beating overtime as I struggle to work out what to do next...

**👃 I Smell...**

The subtle stench of bait going off in the sun is like a bunch of roses in comparison to the putrid odour released from the inner workings of this vile beast..

**👅 I Taste...**

The salt on my lips as water sprays towards me.

Shortly there after taste a mix of sweat and sunscreen as my adrenaline spikes.

**✋ I Feel...**

The boat roll uncontrollably beneath my feet. The Sharp objects scattered throughout seem insignificant as I anxiously fumble for anything large, sharp, hard or all of the above...

# ORGANICALLY ABSTRACT MOBILE

**Task**

Create a mobile that explores organic shapes.

**Materials**

A lead pencil

Scrap drawing paper

A wire coat hanger

Coloured cardboard

Scissors

A hole punch

Coloured wool

Coloured pipe cleaners to fit through the punched holes

Coloured beads to thread onto the pipe cleaners

**Procedure**

1. Look at several pieces of artwork and identify any organic shapes you would like to use in your mobile.

2. Using your pencil and scrap paper, draw the organic shapes you like. This is your practice page.

3. Decide on the shapes you will use, and draw them on different-coloured pieces of cardboard.

4. Cut out the shapes.

5. Think about which way you would like to hang the shapes and how you will arrange them on the mobile. You might hang each shape individually from the coat hanger, or you might connect several shapes and hang them from the one spot. You will be threading either coloured wool or coloured pipe cleaners through the holes to hang them.

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# ORGANICALLY ABSTRACT MOBILE

## Procedure (cont.)

6. Punch holes in the shapes so they can be hung in the way you wish.

7. Use wool to tie the shapes to the coat hanger. If you are connecting several shapes in a strand, you can join them with pipe cleaners (which can be cut in half if you wish).

8. Thread the pipe cleaner through the holes and bend the ends into hooks to make it stay in position. Beads can also be threaded onto the pipe cleaners for decoration.

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# Lesson 2: The Establishment of Australia's Colonies

History > Australian History

**Disclaimer:** This Starter Sheet should be regarded as a guide only. Teachers should make adjustments in accordance with the individual learning needs of their students.

⏱ **DURATION**
**60** min

## REQUIRED RESOURCES



TEACHING RESOURCE

**The Establishment of Australia's Colonies PowerPoint**

A 32 slide editable PowerPoint to use in the classroom when learning about the establishment of British colonies in Australia.



TEACHING RESOURCE

**Note Taking Graphic Organiser**

A graphic organiser for students to use when recording research notes.

## CURRICULUM CODES

### Australian Curriculum

ACHASSI133 Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions.

## INTRODUCTION

**A 60 minute lesson in which students will explore the unique characteristics and history of the six colonies of Australia.**

## LESSON PLAN

### PREPARATION

Allow an additional 1-2 lessons for students to complete the independent task.

### Tuning In

- As a class, revise how the map of Australia has changed from the time of colonisation to Federation. Review the order in which the colonies were established.

### Teacher Instruction

- Display and discuss slides 5-31 of *The Establishment of Australia's Colonies PowerPoint*. Discuss the history surrounding the formation of each colony using the prompts on slides 9, 12, 15, 19, 23, 27 and 31.

### Guided/Independent Learning

- Display slide 32. Read through the instructions for the independent task with the students and answer any questions they may have.

- Provide the students with a copy of the *Note Taking Graphic Organiser* to assist them in recording their research. Alternatively, help the students to draw up an appropriate graphic organiser for their research in their workbooks.

- Monitor and support the students as they complete the independent task. (Note: Students may require one or two additional lessons to complete the task.) As the students are completing their research, ask them:

  - Which colony have you chosen as an ideal location to settle? Why?
  - Where is your colony located in Australia?
  - Why should a free settler relocate to your chosen colony?

### Wrapping Up

- Once the students have completed the task, encourage them to present their posters to the class. During this process, conduct a class survey on the most popular colony. Discuss why it was an ideal colony for free settlers.

## DIFFERENTIATION

### Supporting Students

⊘ Support students with lower literacy levels to access relevant information by assisting them to locate appropriate sources.

**ACHASSI122**  Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges.

**ACHASSI105**  Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions.

**ACHASSI094**  Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges.

**ACHASSI127**  Examine different viewpoints on actions, events, issues and phenomena in the past and present.

**ACHASSI124**  Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions.

**ACHASSI099**  Examine different viewpoints on actions, events, issues and phenomena in the past and present.

**ACHASSI096**  Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions.

**ACHASSI123**  Locate and collect relevant information and data from primary sources and secondary sources.

**ACHASSI095**  Locate and collect relevant information and data from primary sources and secondary sources.

**ACHASSK134**  Key figures, events and ideas that led to Australia??s Federation and Constitution.

**ACHASSK106**  Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800.

**NSW Curriculum**

**Extending Students**

⊘  Encourage more capable students to collect as much relevant, detailed information as they can from a variety of reliable sources.

**MONITORING STUDENT UNDERSTANDING**

☐  Used strategic whole class or individual questioning

☐  Observed student participation during learning activities

☐  Recorded student progress on a checklist

☐  Annotated student work samples

☐  Collected and reviewed student work samples

☐  Facilitated whole class or peer feedback sessions

☐  Encouraged student self-reflection

☐  Administered formal assessment tasks

**GE3-4** Acquires, processes and communicates geographical information using geographical tools for inquiry.

**HT3-1** Describes and explains the significance of people, groups, places and events to the development of Australia.

**HT3-5** Applies a variety of skills of historical inquiry and communication.

## Victorian Curriculum

**VCHHK088** The social, economic and political causes and reasons for the establishment of British colonies in Australia after 1800.

**VCHHK088** The social, economic and political causes and reasons for the establishment of British colonies in Australia after 1800.

**VCHHC083** Identify the origin, content features and the purpose of historical sources and describe the context of these sources when explaining daily life in colonial Australia, reasons for migration and causes and effects of Federation.

**VCHHC083** Identify the origin, content features and the purpose of historical sources and describe the context of these sources when explaining daily life in colonial Australia, reasons for migration and causes and effects of Federation.

# Note Taking Graphic Organiser

| Main Idea | Key Vocabulary |
|---|---|
| | |

| Important Information |
|---|
| |

| Summary | Source |
|---|---|
| | |
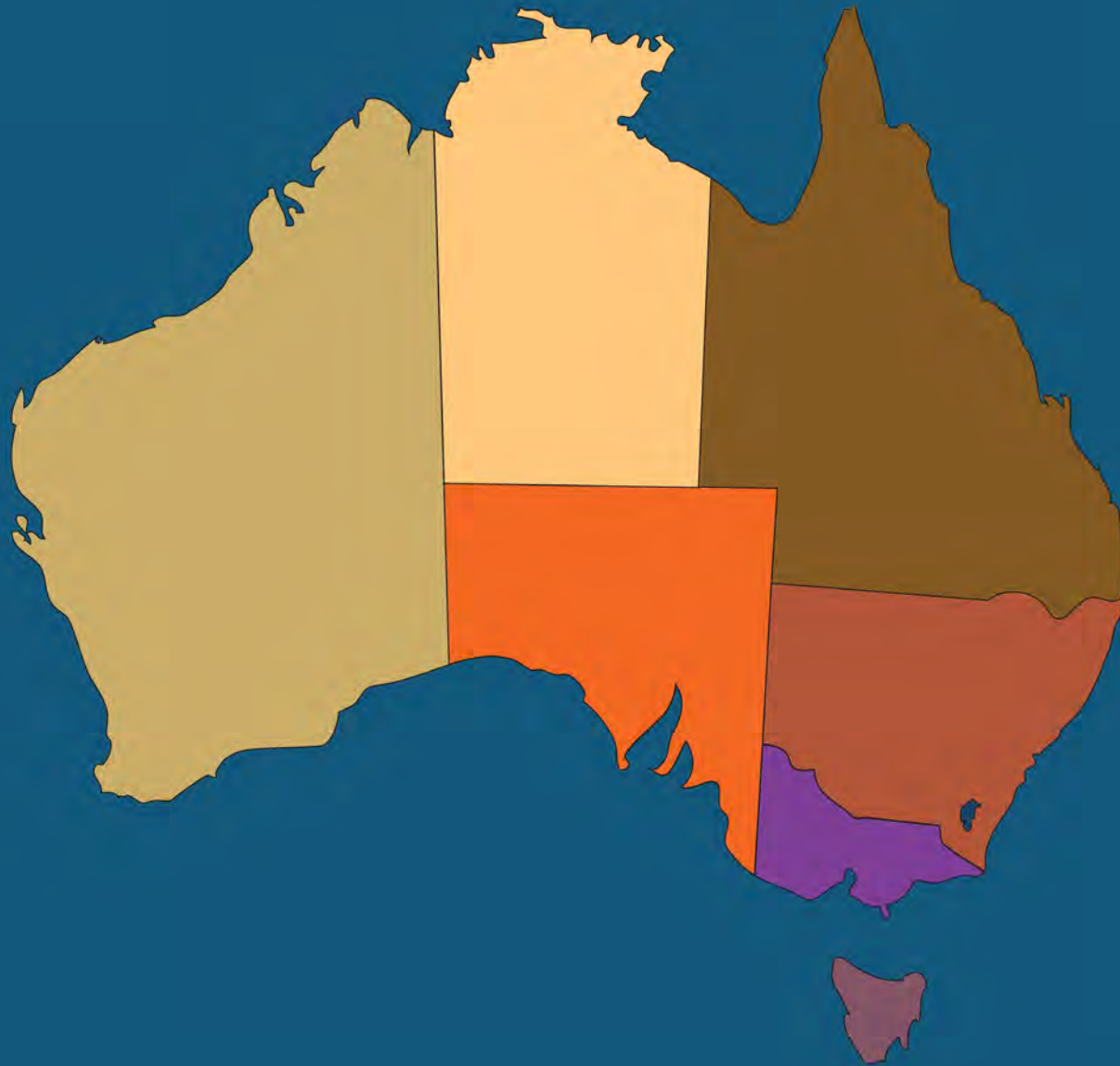
THE ESTABLISHMENT OF
AUSTRALIA'S
PENAL COLONIES

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# The Colony of New South Wales

New South Wales became the first colony of Australia with the arrival of the First Fleet. The penal colony was formally proclaimed by Governor Phillip on February 7, 1788, at Sydney Cove. Phillip governed the colony of New South Wales until 1792.

# Early Settlement

Between 1788 and 1792 about 3546 male and 766 female convicts arrived into Sydney Cove. Unfortunately, these convicts lacked the skills required for the establishment of a new colony, making life for the population extremely difficult.
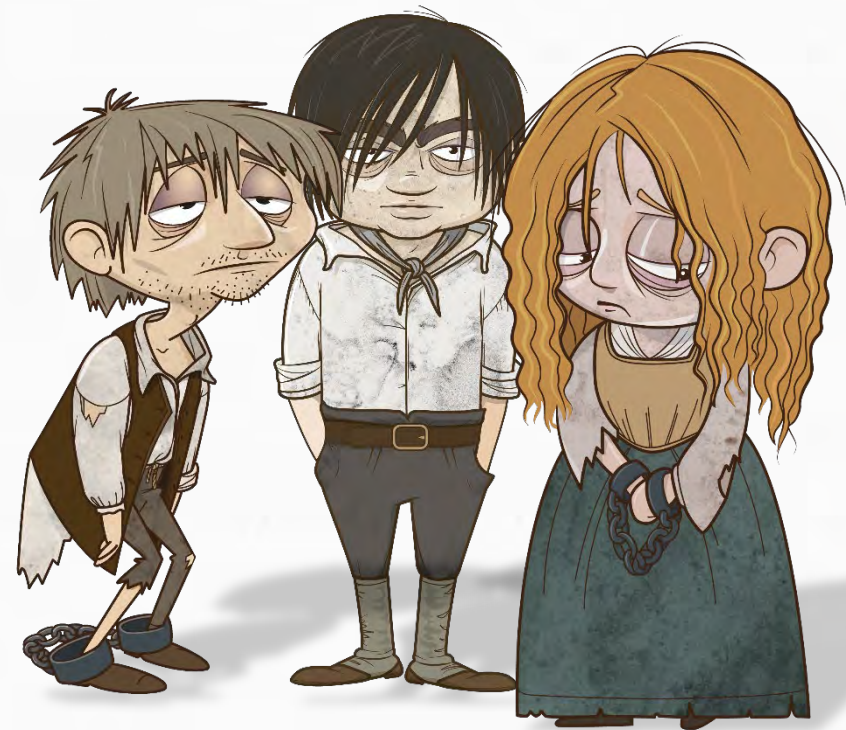
# Expanding the Colony

As the land around Sydney was infertile, Phillip sent exploratory missions in search of better soils. He soon found suitable land in Parramatta and moved many of the convicts there, establishing a small township. Parramatta soon became the main centre of the colony's economic life, leaving Sydney Cove as an important port and focus of social life.



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# Towards Self-Governance

Initially, the colony of New South Wales included Queensland, Victoria, South Australia and New Zealand. These later separated from New South Wales, becoming independent colonies.

The first government of New South Wales was formed on 6 June, 1856. New South Wales became a state in the Federal Commonwealth of Australia on January 1, 1901.

Through the 20th century, New South Wales became a major destination for an increasingly diverse collection of migrants from many nations, rapidly increasing its population.

# New South Wales

Look at the map of New South Wales from 1788.

Discuss how it has changed over time.


New South Wales

# The Colony of Tasmania

Tasmania was originally called Van Diemen's Land. Its name was changed on January 1, 1856.

Van Diemen's Land became the primary penal colony of Australia. Between 1800 and 1853, all transported convicts were sent directly to Van Diemen's Land.

The last penal settlement in Tasmania at Port Arthur closed in 1877.

# Towards Self-Governance

In 1856, the first government of Tasmania was formed.

Tasmania was first formally governed in Hobart Town by Major-General Ralph Darling, who was governor of New South Wales at the time. However, Darling only governed Tasmania for three days.

Tasmania became a state in the Federal Commonwealth of Australia on January 1, 1901.
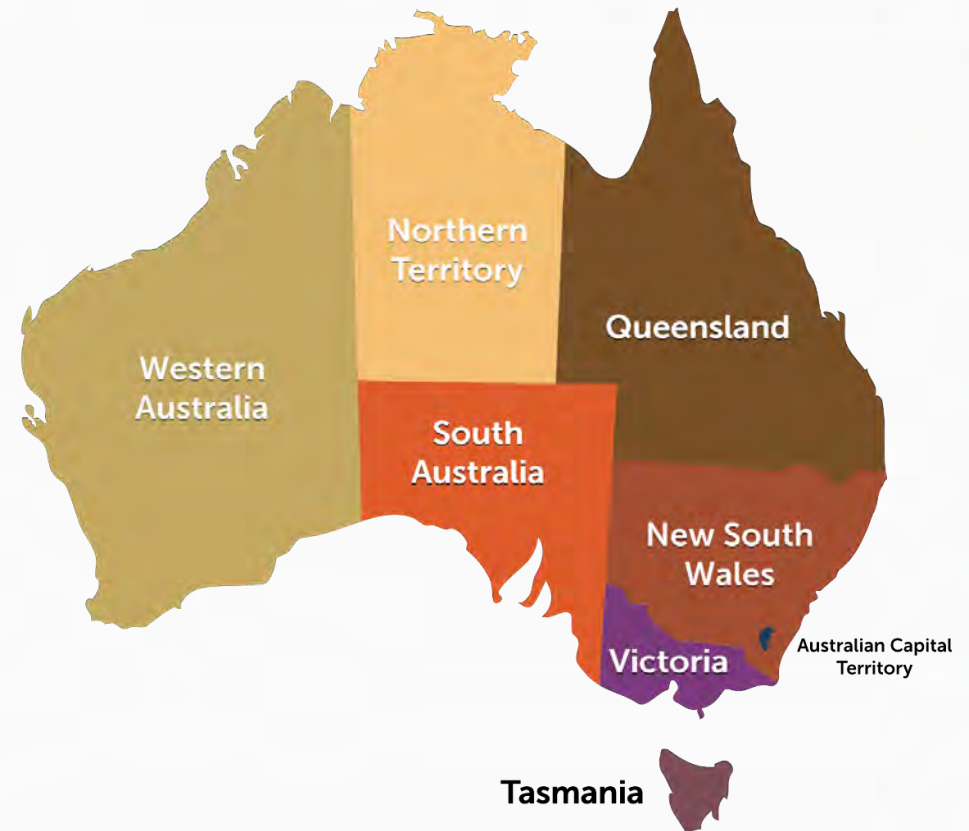
The Tasmanian Coat of Arms, adopted in 1917

# Tasmania

Look at the present day map of Australia.

Discuss the reasons why Van Diemen's Land was chosen as an ideal location to establish a penal colony for transported convicts.

# The Colony of Western Australia

In 1827, Major Edmund Lockyer took possession of the western third of the Australian continent for the British Crown, separating it from New South Wales.

In 1829, the Swan River colony (now known as Western Australia's capital city of Perth) was declared a colony of Britain by Captain Charles Fremantle. James Stirling was appointed as the colony's first governor.

# Towards Self-Governance

The first British to explore the Swan River was in 1827. Explorer James Stirling and his men were impressed with the suitability of the area to colonise.

In 1832, the Swan River colony was renamed the colony of Western Australia. The first government of Western Australia formed in 1890.

Western Australia became a state in the Federal Commonwealth of Australia on January 1, 1901.

# Western Australia

One third of Australia was claimed for the Swan River (Western Australia) colony.

Although there was so much land available, discuss why a river on the western coast was chosen as the ideal location to establish a new settlement.

Swan River Colony

New South Wales

New Settlement

Van Diemen's Land
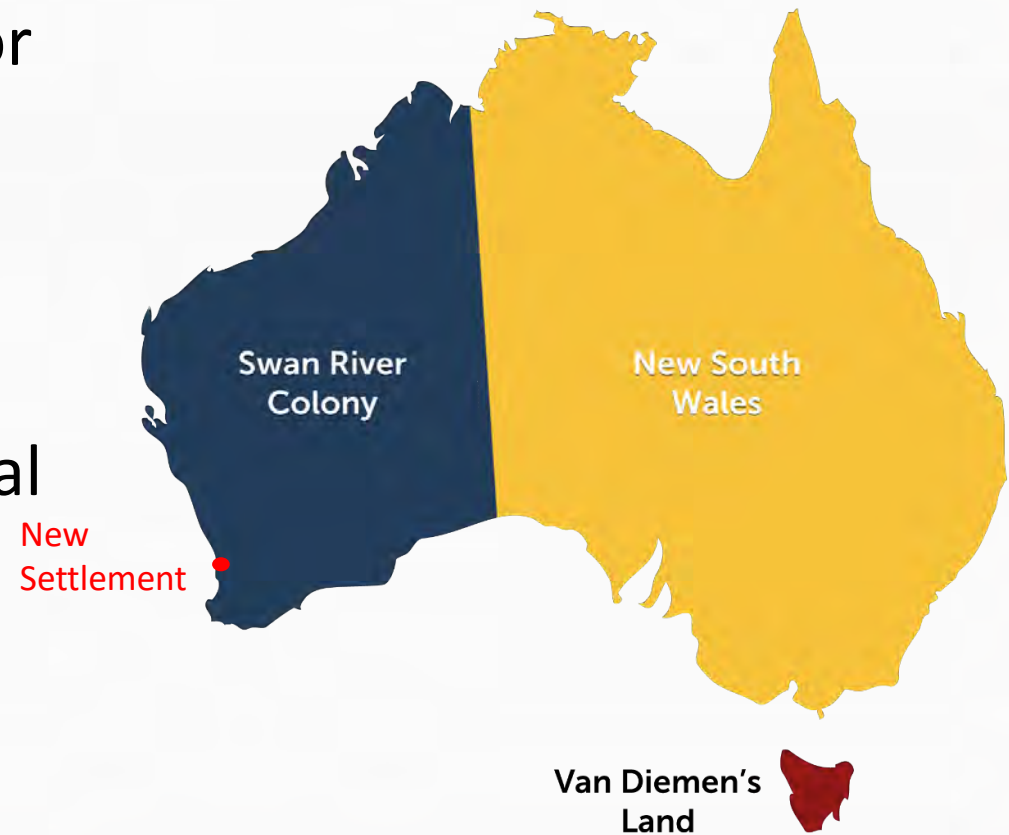
# The Colony of South Australia

In Britain, Edward Gibbon Wakefield led a group to search for a suitable location in Australia where a free settlement could be established. They chose South Australia. Wakefield suggested that this free South Australian settlement be made up of responsible and skilled workers who could purchase land from the British government, pay their way to Australia and help establish a hardworking colony.

# Establishing a Free Settlement

In 1834, the British Parliament passed the South Australia Colonisation Act. The Act granted 802 511 square kilometres of convict-free land to the colony. It stated that South Australia would be a self-sufficient colony, developed at no cost to the British government and free of convicts.

In 1836, the province of South Australia was proclaimed and governed by Royal Navy Rear-Admiral John Hindmarsh.

The original shape of South Australia is shown above. It would later change to include the faded section.

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# Towards Self-Governance

In 1856, the first government of South Australia was formed.

South Australia became the leader of political and social change in Australia. In the 1890s, women were granted the right to vote.

South Australia became a state in the Federal Commonwealth of Australia on January 1, 1901.

# South Australia

South Australia was chosen as a free settlement for responsible and hard workers who could pay their own way.

Discuss why the free settlement was established in South Australia and not in any of Australia's existing penal colonies.



Swan River Colony

South Australia

New South Wales

Van Diemen's Land
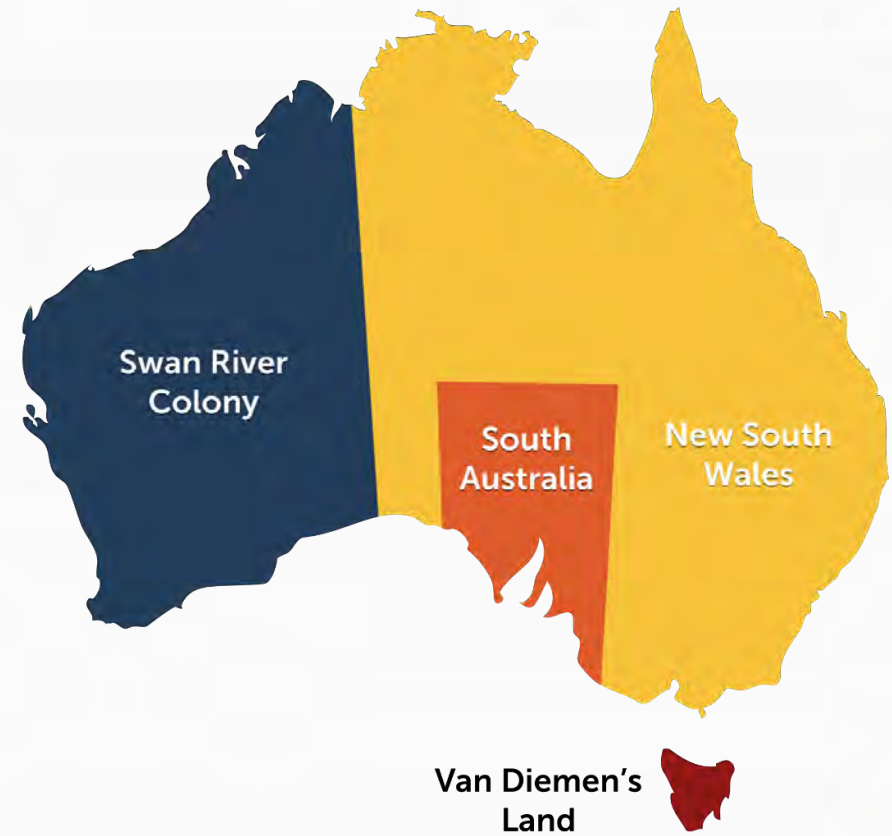
# The Colony of Victoria

By the start of the 1800s, Sydney's convict population had rapidly increased and food resources for the settlement began to diminish. As a result, Governor King searched for an alternate convict settlement.

On October 9, 1803, a ship filled with 307 convicts entered Port Phillip, establishing Victoria's first penal colony. However, the land was soon declared uninhabitable and the settlement was relocated to Van Diemen's Land, leaving behind some escaped convicts.

# Eureka - Gold!

On November 19, 1834, the first successful permanent settlement of Victoria was established in Portland.

In 1835, the city of Melbourne was founded by John Batman.

In 1851, gold was discovered in Ballarat, Victoria, starting Australia's Gold Rush. As a result, Melbourne soon became the financial capital of Australia.

# Towards Self-Governance

In 1851, the Port Phillip colony became separated from New South Wales and renamed Victoria, after Queen Victoria. Charles La Trobe became the new colony's first Lieutenant-Governor.

Victoria became a state in the Federal Commonwealth of Australia on January 1, 1901. Between 1901 and 1927, Melbourne was known as the capital city of Australia.
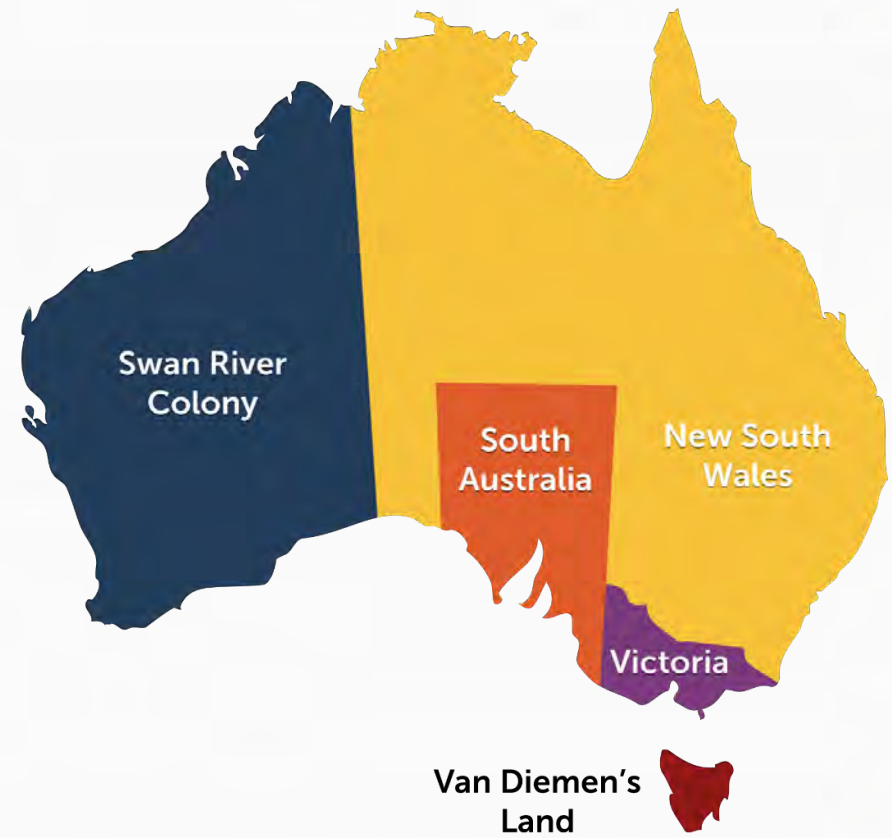
The Victorian Coat of Arms, adopted in 1910
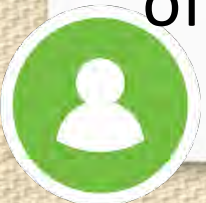
# Victoria

As Sydney was becoming over populated with convicts, Victoria was chosen an alternate location for a penal colony.

Discuss some of the reasons why Governor King wanted to establish an alternate penal colony in Victoria and not in a location closer to Sydney.

# The Colony of Queensland

In September 1824, John Oxley established a temporary penal colony at the town of Redcliffe in Queensland's Moreton Bay. On December 2, the settlement was transferred to where the city of Brisbane now stands.

In 1839, the transportation of convicts to Queensland ceased and the Brisbane penal settlement closed. In 1842, permission was granted for free settlement in Queensland.

# Towards Self-Governance

In 1851, a public meeting was held to consider Queensland's separation from New South Wales. In 1859, the separation was granted and Queensland became another British colony in Australia.

With its separation from New South Wales, Queensland was the only Australian colony that commenced immediately with its own parliament. George Bowen was appointed as Queensland's first Governor with Robert Herbert as the colony's first Premier.
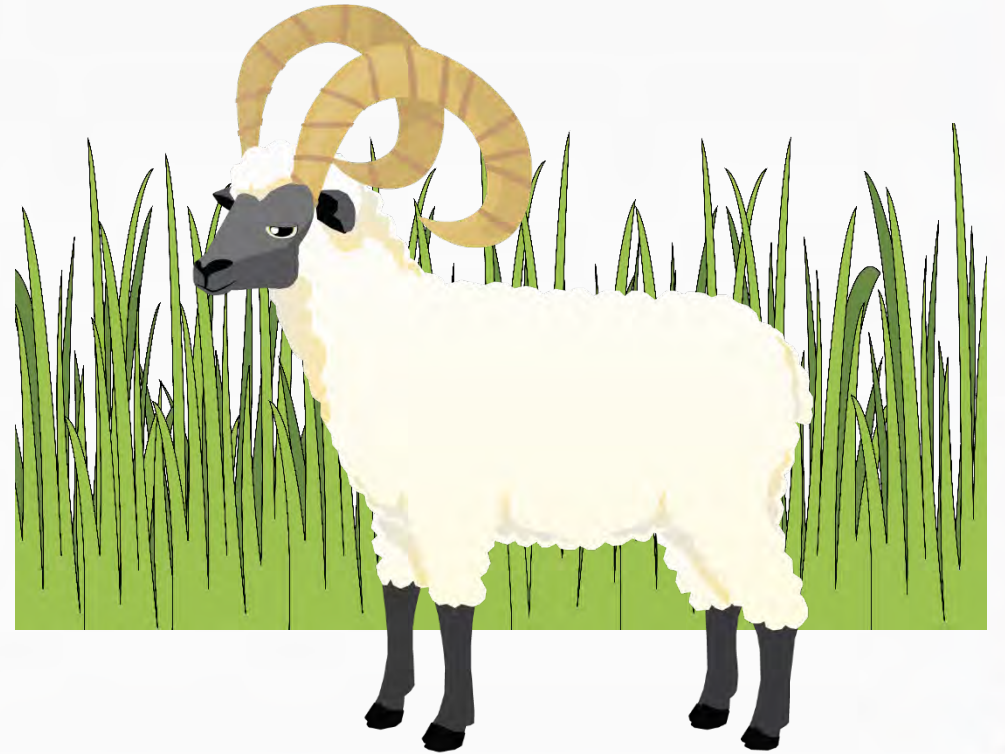


❖ AUDAX·AT·FIDELIS ❖

The coat of arms of Queensland is the oldest in Australia, and was first granted by Queen Victoria in 1893.

# A Key Producer

By 1900, Queensland had become Australia's largest producer of sugar cane, natural gas and wool.

Queensland became a state in the Federal Commonwealth of Australia on January 1, 1901.

# Queensland

Queensland's penal colony was initially established on a bay in Redcliffe, but was quickly relocated to the city of Brisbane along the river.

Discuss some of the reasons why the settlement was relocated only three months after it was first established.

# Northern Territory

On September 30, 1824, British Captain James Gordon Bremer attempted to establish the first settlement in Northern Australia at Fort Dundas, on Melville Island. It was to be a part of New South Wales. However, in 1828, the Fort was abandoned due to poor relations with the original inhabitants and unbearable weather conditions.

On June 18, 1827, a second attempt for a settlement in Northern Australia was established on the Cobourg Peninsula at Raffles Bay. Shortly after, Fort Wellington was founded by Captain James Stirling. Once again, both settlements were abandoned (in 1829).

# An Eventual British Settlement

Finally, on February 5, 1869, George Goyder, the Surveyor-General of South Australia, established a successful settlement of 135 men and women at Port Darwin. The settlement was named Palmerston, after the British Prime Minister, Lord Palmerston.

# Towards Self-Governance

In 1870, the first poles for the overland telegraph were erected in Darwin, connecting Australia to the rest of the world.

In the 1880s, gold was discovered at Pine Creek, boosting the development of the newly established colony.

In 1931, North and Central Australia were united as the Northern Territory.

In 1978, the Northern Territory was granted its own responsible government, with a Legislative Assembly, headed by a Chief Minister.

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# Northern Territory

Many attempts were made to establish a colony in the Northern Territory before the successful settlement in 1869.

Discuss some of the reasons why the first attempts for a colony were unsuccessful.

# Australia's Colonies - Independent Task

Design a poster to encourage free settlers to relocate to Australia.

1. Chose one of the colonies as an ideal location.

2. Research the history of the colony.

3. Create a persuasive poster.

Your poster must include:
- interesting facts about the colony
- a map of its location in Australia
- benefits for living there.