

First Fleet

The First Australia Day

Overview and learning outcomes

The First Fleet was following in the footsteps of Captain Cook. A site for a convict colony had been selected on the east coast of Terra Australis. Captain Phillip carried instructions from the British Government. Part of the formal proceedings was an official public ceremony. This is regarded as the first Australia Day. In this activity students examine the type of ceremony and its meaning.

In this activity you will:

- Explain the official founding ceremony of the First Fleeters
- Identify the meaning, purpose and context of accounts by Henry Waterhouse and George Bouchier Worgan and Arthur Bowes Smyth
- Identify different contexts, perspectives and interpretations of Talmage's painting of the First Australia Day
- Select and use appropriate written and other forms, to communicate effectively about the first Australia Day

Stage 2 students could discuss the key questions as a class with guidance from the teacher. Stage 4 students could work independently and are expected to respond in more depth.

HSIE K-6, Stage 2	
CCS2.1 Describes events and actions related to the British colonisation of Australia and assesses changes and consequences	<ul style="list-style-type: none">• Selects and uses various sources for reconstructing the past, eg documents, letters, diaries, maps• Refers to different viewpoints and perspectives on a significant historical event
English K-6, Stage 2	
Interprets graphics (RS2.5) Reads complex recounts (RS2.5) Retells and discusses interpretations (RS2.5, RS2.6) Draws on knowledge of context to work out word meanings (RS2.6) Discusses the way different people are represented in texts (RS2.7)	
History 7-10, Stage 4	
<ul style="list-style-type: none">• identifies the meaning, purpose and context of historical sources (4.5)• draws conclusions about the usefulness of sources as evidence in an inquiry (4.6)	

<ul style="list-style-type: none"> describes significant features of Aboriginal and indigenous cultures, prior to colonisation (4.2) identifies different contexts, perspectives and interpretations of the past (4.7) 	
<p>Students learn about:</p> <ul style="list-style-type: none"> the process of historical inquiry: fact and opinion the usefulness of sources as evidence including a website differing perspectives cause and effect history as the study of people British contact with Aboriginal peoples to 1820 	<p>Students learn to:</p> <ul style="list-style-type: none"> ask historical questions distinguish between fact and opinion draw some conclusions about the usefulness of sources including a website examine differing historical perspectives and interpretations recall the nature of early British contact with Aboriginal peoples to 1820

Adapted from HSIE K-6, English K-6, History 7-10 Syllabuses from the [Board of Studies NSW](#)