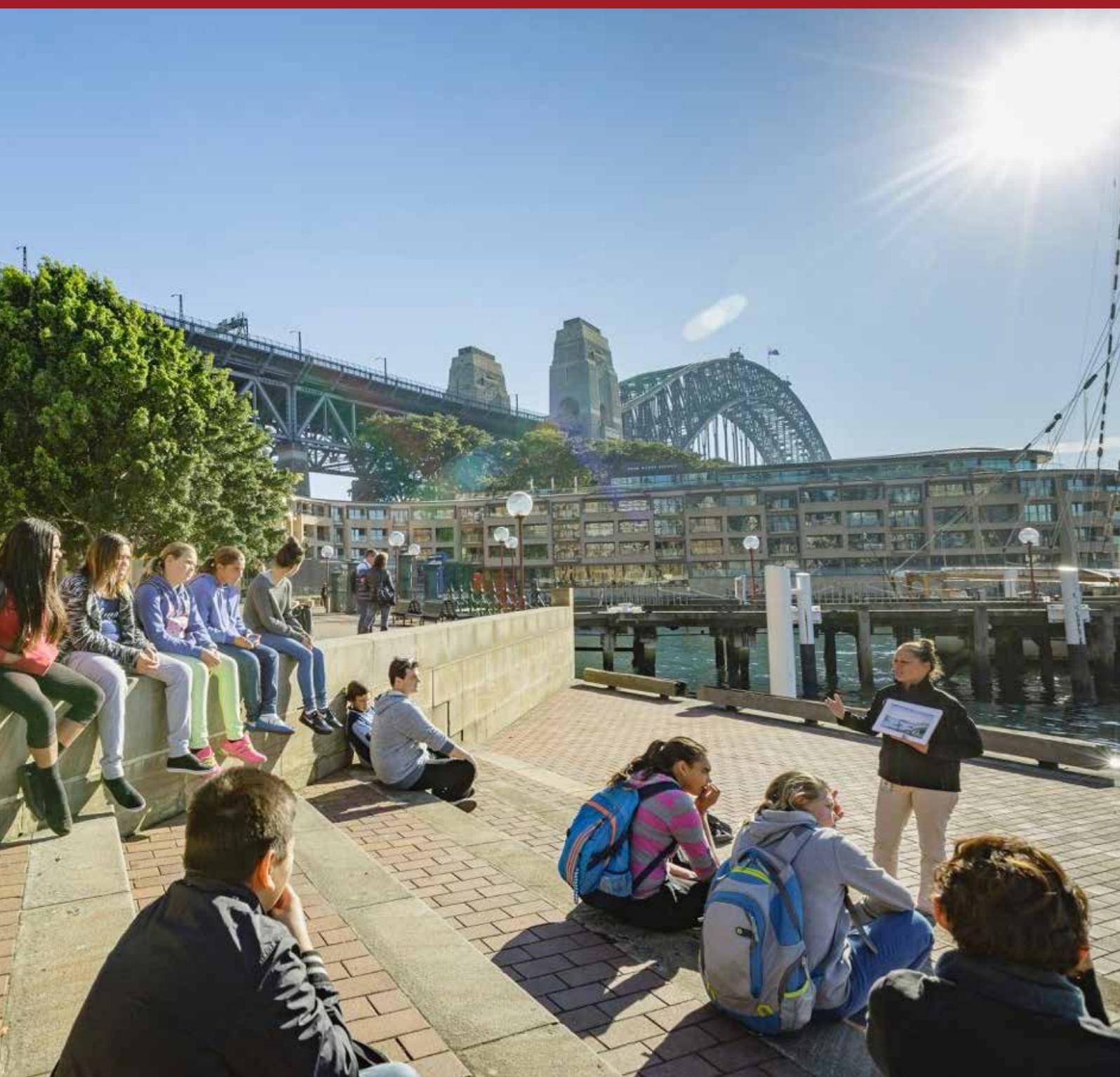


SYDNEY LEARNING ADVENTURES

Giba-Nura (Rock Country)

Teacher Resource Pack





Acknowledgements

Welcome - Budyari Gamarruwa

Sydney Learning Adventures acknowledges and pays respect to the Gadigal people of the Eora Nation on whose land our excursions take place. We recognise the continuous connection all First Australians have with country, community, water, and sky. Sydney Learning Adventures pays its respect to Elders past, present and emerging.

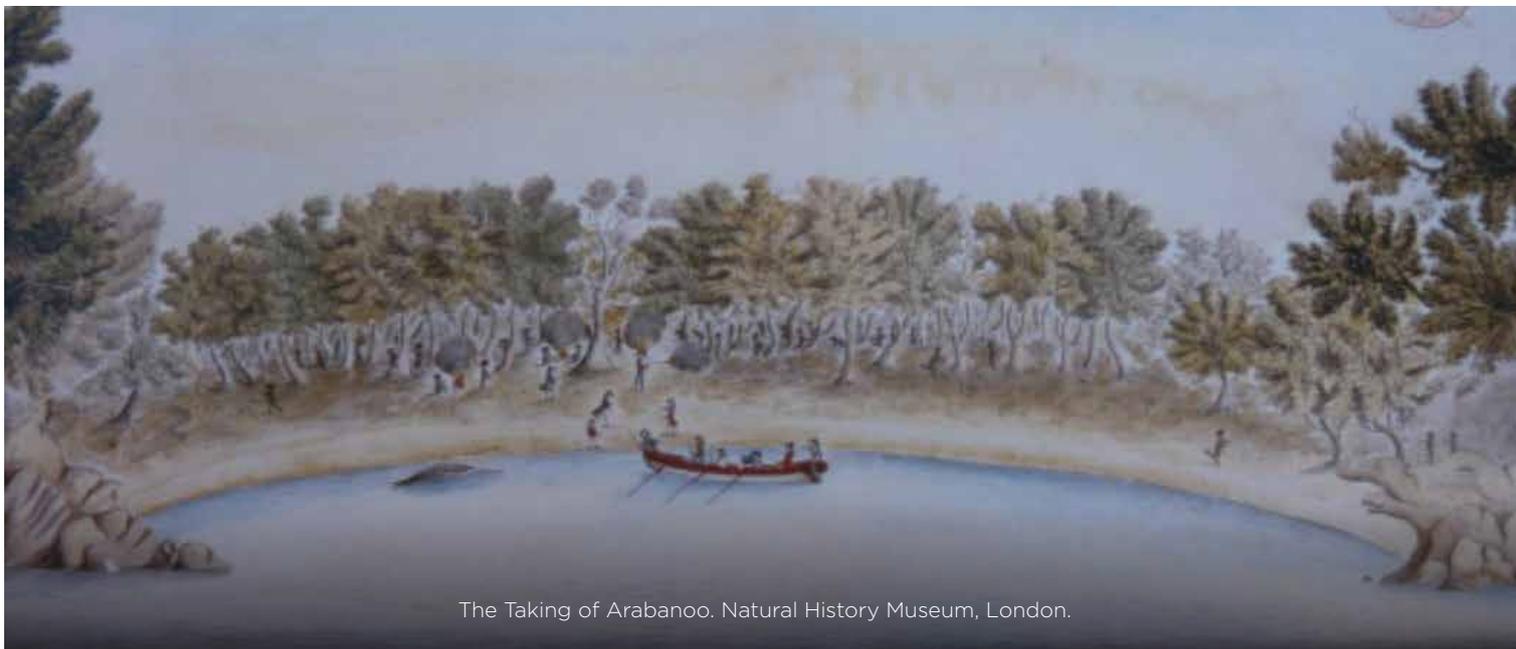
The education and teachers' learning materials for this program were developed by Place Management NSW Aboriginal staff in consultation with the Metropolitan Local Aboriginal Land Council (MLALC), the Aboriginal Education Consultative Group (AECG), and the Aboriginal Studies Association (ASA) whose support and guidance we gratefully acknowledge. Their advice, expertise and input were invaluable and assisted in the development of the Aboriginal Education Programs.

Sydney Learning Adventures is an initiative of Major Venues, Place Management NSW.

The information utilised to develop these programs is a matter of public record. Materials within this resource pack may only be reproduced for educational purposes relating to a program booked with Sydney Learning Adventures.

Disclaimer

This resource pack contains names and images of Aboriginal and Torres Strait Islander people now deceased. It also contains links to sites that may use images of Aboriginal and Torres Strait Islander people now deceased.



The Taking of Arabanoo. Natural History Museum, London.

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Your Learning Experience

Giba-Nura is a Sydney Learning Adventures, Aboriginal education program targeted at Stage 4 and Stage 5 school students. Giba-Nura means rock country in the language of the Gadigal people, the original people of The Rocks area. Aboriginal people have been in this land for many thousands of years and they share a recent (just over 200 years) history with non-Aboriginal Australians.

Students will learn about the history of Aboriginal people from an Aboriginal perspective. They'll gain knowledge about the First Fleet and first contact with Aboriginal people as well as some of the unlikely friendships that formed. Students will also hear the stories of strong Aboriginal role models such as Arabanoo, Barangaroo, Bennelong, Bungaree, Colebee, Cora Gooseberry, Patyegarang, Pemulwuy and Windradyne.

Students will be introduced to the Gadigal language, learn the Aboriginal place names for areas around The Rocks and some of the important historical events that impacted on the lives of Aboriginal people.

Curriculum Links

The Giba-Nura program covers content, key inquiry questions, skills and concepts from the History, Aboriginal Languages, Aboriginal Studies, Science and Geography curricula outlined in the tables below:

Stage 4 (Year 7-8) History

Topic	History K-10: Stage 4
Outcomes	A Student: <ul style="list-style-type: none">•

Content

The different structures of families and family groups today, and what they have in common (ACHHK002)

Students:

- identify and record similarities and differences between families, eg the number of children in the family, family languages spoken at home, number of adults in the immediate family
- compare and contrast various family groups through photographs and stories and identify differences between past and present
- engage in and respond to stories about families in other places, including those of Aboriginal and Torres Strait Islander groups

Historical Concepts and Skills

Key inquiry questions:

- What is my history, how do I know?
- What stories do other people tell about the past?
- How can stories of the past be told and shared?

Concepts

- Continuity and change
- Cause and effect
- Perspectives
- Empathetic understanding
- Significance
- Contestability

Skills

- Comprehension
- Analysis and use of sources
- Perspectives and interpretations
- Empathetic understanding
- Research
- Explanation and communication

Suggested Site Studies include:

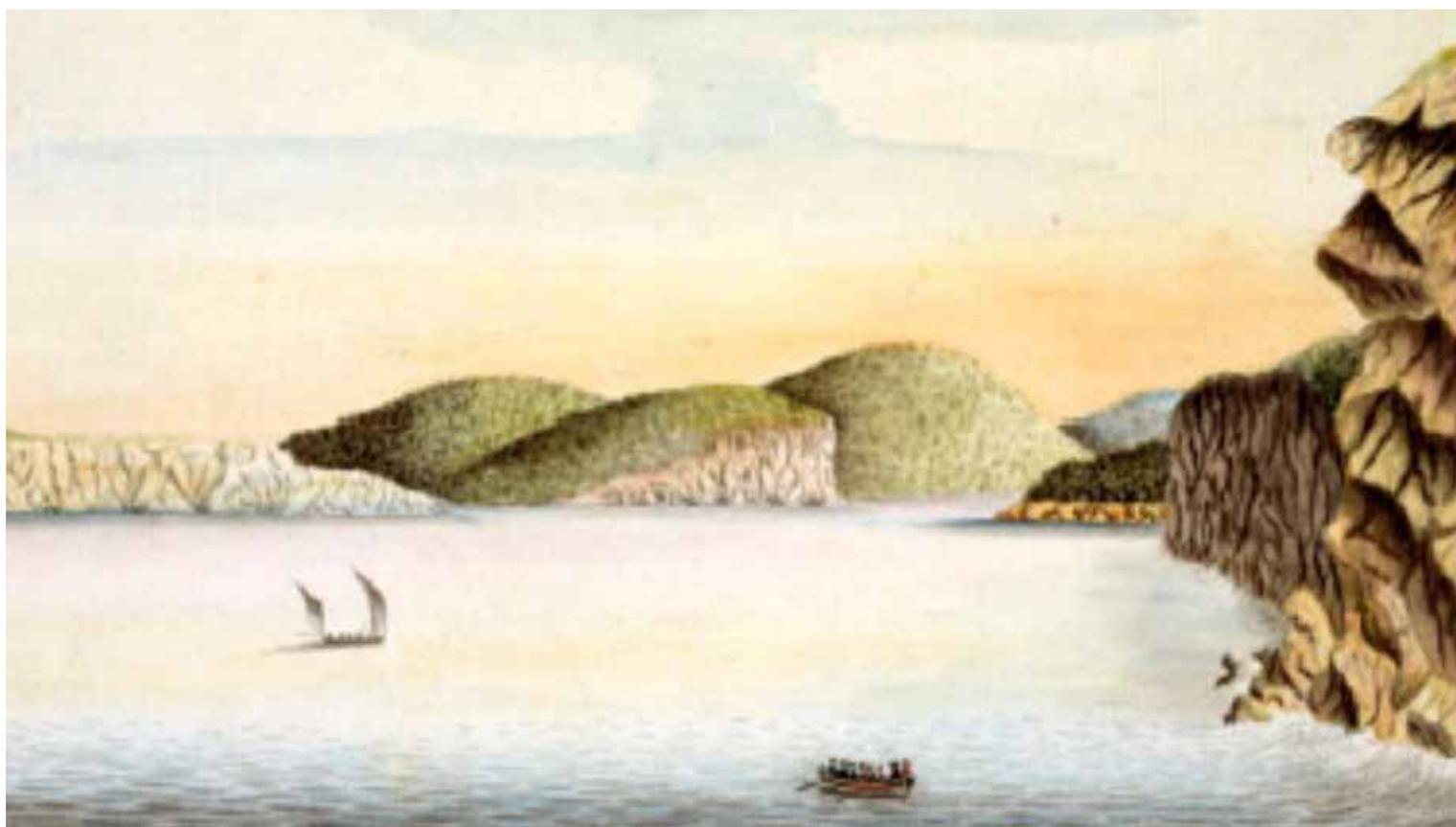
- A museum visit
- A virtual historical site
- A virtual archaeological site

Stage 4 (Year 7-8) Aboriginal Languages

Stage	Aboriginal Languages K-10 Syllabus: Stage S4	
Topics & Outcomes	Using language	4.UL.1, 4.UL.3
	Making linguistic connections	4.MLC.2,
	Moving between cultures	4.MBC.1, 4.MBC.2.
	Using language	5.UL.1, 5.UL.3
	Moving between cultures	5.MBC.3, 5.MBC.4

Aboriginal Studies

Stage	Aboriginal Studies: Stage 4	
Topics & Outcomes	Core Part 1: Aboriginal Identities	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11
	Core Part 2: Aboriginal Autonomy	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11
	Option 1: Aboriginal Enterprises and Organisations	5.5, 5.6, 5.7, 5.8, 5.10, 5.11
	Option 5: Aboriginal Oral and Written Expressions	5.2, 5.4, 5.5, 5.7, 5.8, 5.10, 5.11
	Option 7: Aboriginal Technologies and the Environment	5.2, 5.4, 5.5, 5.7, 5.8, 5.9, 5.10, 5.11
	Option 9: Aboriginal Interaction with the Legal and Political systems	5.2, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11



Science

Topic	Science 7-10: Stage 4
Knowledge & Understanding	<p>PHYSICAL WORLD</p> <p>A student:</p> <ul style="list-style-type: none">describes the action of unbalanced forces in everyday situations SC4-10PWdiscusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations SC4-11PW <p>Related Life Skills outcomes</p> <p>SCLS-10PW SCLS-11PW SCLS-12PW</p>

Content Focus and Outcomes

PW1 Change to an object's motion is caused by unbalanced forces acting on the object. **(ACSSU117)**

Students:

- identify changes that take place when particular forces are acting
- predict the effect of unbalanced forces acting in everyday situations
- describe some examples of technological developments that have contributed to finding solutions to reduce the impact of forces in everyday life, eg car safety equipment and footwear design
- analyse some everyday common situations where friction operates to oppose motion and produce heat
- investigate factors that influence the size and effect of frictional forces

PW3 Energy appears in different forms including movement (kinetic energy), heat and potential energy, and causes change within systems. **(ACSSU155)**

Students:

- identify objects that possess energy because of their motion (kinetic) or because of other properties (potential)
- describe the transfer of heat energy by conduction, convection and radiation, including situations in which each occurs
- relate electricity with energy transfer in a simple circuit
- construct and draw circuits containing a number of components to show a transfer of electricity
- investigate some everyday energy transformations that cause change within systems, including motion, electricity, heat, sound and light

Additional content

Additional content is not prerequisite knowledge for following stages, but may be used to broaden and deepen students' skills, knowledge and understanding in Stage 4.

Students:

- investigate characteristics of specific forces in terms of size and direction
- trace the history of the development of particular devices or technologies, eg circuitry through to microcircuitry
- describe the scientific principles used in some traditional technologies used and developed by Aboriginal and Torres Strait Islander Peoples

Values, Attitudes and Skills

Values and Attitudes

- Appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them **SC4-1VA**
- Shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures **SC4-2VA**

Skills

- Identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge **SC4-4WS**
- Processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions **SC4-7WS**

Topic	Science 7-10: Stage 4
Knowledge & Understanding	EARTH & SPACE A student: <ul style="list-style-type: none"> describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system SC4-12ES explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management SC4-13ES

Content Focus and Outcomes

ES3 Scientific knowledge influences the choices people make in regard to the use and management of the Earth's resources.

Students:

- classify a range of the Earth's resources as renewable or non-renewable (**ACSSU116**)
- describe uses of a variety of natural and made resources extracted from the biosphere, atmosphere, lithosphere and hydrosphere
- investigate some strategies used by people to conserve and manage non-renewable resources, eg recycling and the alternative use of natural and made resources
- discuss different viewpoints people may use to weight criteria in making decisions about the use of a major non-renewable resource found in Australia

ES4 Science understanding influences the development of practices in areas of human activity such as industry, agriculture and marine and terrestrial resource management. (**ACSHE121, ACSHE136**)

Students:

- identify that water is an important resource that cycles through the environment (**ACSSU222**)
- explain the water cycle in terms of the physical processes involved
- demonstrate how scientific knowledge of the water cycle has influenced the development of household, industrial and agricultural water management practices
- research how Aboriginal and Torres Strait Islander Peoples' knowledge is being used in decisions to care for country and place, eg terrestrial and aquatic resource management

Values, Attitudes and Skills

Values and Attitudes

- Appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them **SC4-1VA**
- Shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures **SC4-2VA**

Skills

- Identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge **SC4-4WS**
- Processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions **SC4-7WS**



Botany Bay and Convoy going in 21st January 1788. Natural History Museum, London

Topic	Science 7-10: Stage 4
Knowledge & Understanding	<p>LIVING WORLD</p> <p>A student:</p> <ul style="list-style-type: none"> relates the structure and function of living things to their classification, survival and reproduction SC4-14LW explains how new biological evidence changes people's understanding of the world SC4-15LW <p>Related Life Skills outcomes</p> <p>SCLS-17LW SCLS-18LW SCLS-19LW SCLS-20LW SCLS-21LW</p>

Content Focus and Outcomes

LW5 Science and technology contribute to finding solutions to conserving and managing sustainable ecosystems.

Students:

- construct and interpret food chains and food webs, including examples from Australian ecosystems
- describe interactions between organisms in food chains and food webs, including producers, consumers and decomposers **(ACSSU112)**
- describe examples of beneficial and harmful effects that micro-organisms can have on living things and the environment
- predict how human activities can affect interactions in food chains and food webs, including examples from Australian land or marine ecosystems **(ACSSU112)**
- explain, using examples, how scientific evidence and/or technological developments contribute to developing solutions to manage the impact of natural events on Australian ecosystems
- describe how scientific knowledge has influenced the development of practices in agriculture, eg animal husbandry or crop cultivation to improve yields and sustainability, or the effect of plant-cloning techniques in horticulture

Additional content

Students:

- describe how people in occupations that involve the biological sciences use understanding and skills from across the disciplines of Science
- discuss how the observations and understanding of the structure, function and life cycles of native plants are used by Aboriginal and Torres Strait Islander Peoples

Values, Attitudes and Skills

Values and Attitudes

- Appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them **SC4-1VA**
- Shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures **SC4-2VA**

Skills

- Identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge **SC4-4WS**
- Processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions **SC4-7WS**

Topic	Science 7-10: Stage 4
Knowledge & Understanding	<p>CHEMICAL WORLD</p> <p>A student:</p> <ul style="list-style-type: none"> describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles SC4-16CW explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life SC4-17CW <p>Related Life Skills outcomes SCLS-22CW SCLS-23CW</p>

Content Focus and Outcomes

CW2 Scientific knowledge and developments in technology have changed our understanding of the structure and properties of matter.

Students:

- describe the properties and uses of some common elements, including metals and non-metals
- identify how our understanding of the structure and properties of elements has changed as a result of some technological devices
- identify some examples of common compounds
- explain why internationally recognised symbols are used for common elements
- describe at a particle level the difference between elements, compounds and mixtures, including the type and arrangement of particles (**ACSSU152**)
- investigate how people in different cultures in the past have applied their knowledge of the properties of elements and compounds to their use in everyday life, eg utensils, weapons and tools

Additional content

Students:

- research how a knowledge of physical properties of natural materials is used by Aboriginal and Torres Strait Islander Peoples in everyday life, eg tools, weapons, utensils, shelter, housing or bush medicine

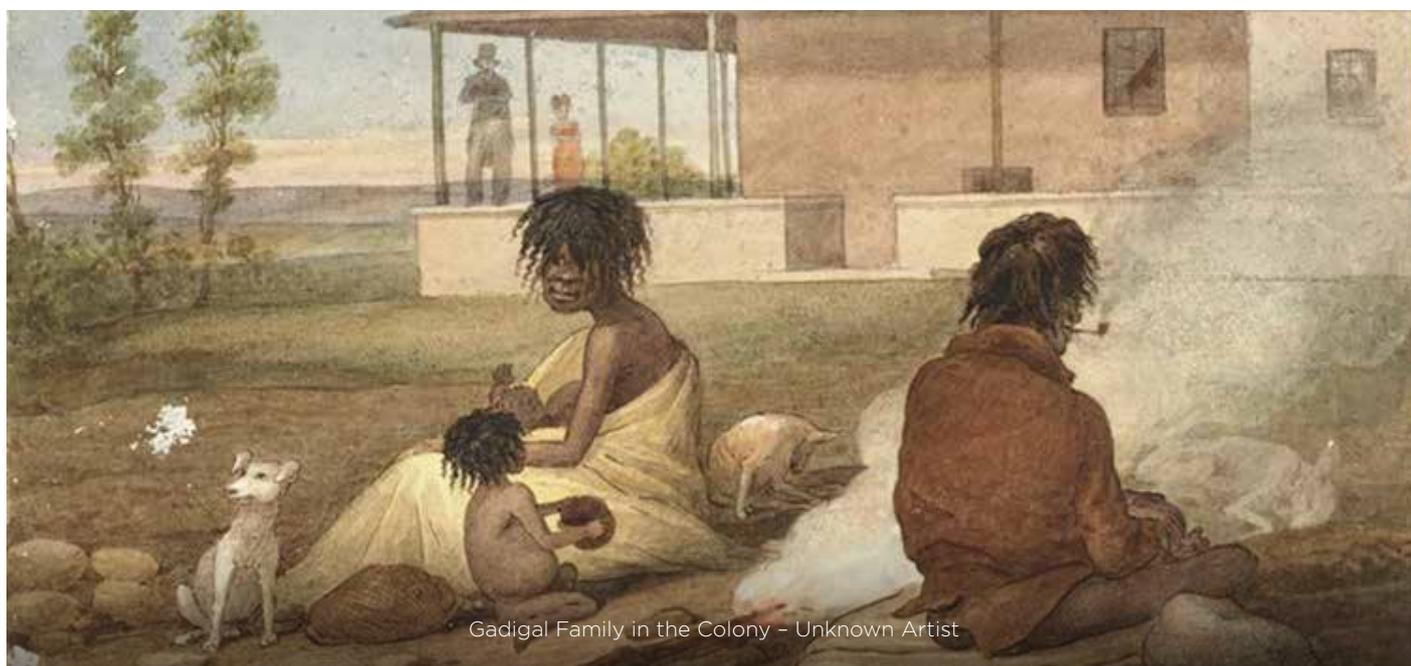
Values, Attitudes and Skills

Values and Attitudes

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Skills

- Identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge **SC4-4WS**
- Processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions **SC4-7WS**



Gadigal Family in the Colony – Unknown Artist

Geography

Topic	Geography: Stage 4 – Landscapes and Landforms
Knowledge & Understanding	<p>LANDSCAPES & LANDFORMS</p> <p>A student:</p> <ul style="list-style-type: none">locates and describes the diverse features and characteristics of a range of places and environments GE4-1describes processes and influences that form and transform places and environments GE4-2examines perspectives of people and organisations on a range of geographical issues GE4-4discusses management of places and environments for their sustainability GE4-5

Content Focus and Outcomes

Landscapes and Landforms

Students:

- investigate different landscapes and the geomorphic processes that create distinctive landforms, for example: **(ACHGK048, ACHGK050)**
- identification of a variety of landscapes and landforms **MVR**
- explanation of geomorphic processes that create landforms eg, weathering, erosion, deposition, tectonic activity **VR**
- examination of ONE landscape and its distinctive landforms **F**

Value of landscapes and landforms

Students:

- investigate the aesthetic, cultural, spiritual and economic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples, for example: **(ACHGK049)**
- explanation of the aesthetic value of landscapes and landforms to culture and identity
- description of the cultural and spiritual value of landscapes or landforms in different places **VR**
- identification of how a landscape can have economic value for different people

Changing landscapes

Students:

- investigate the human causes and effects of landscape degradation, for example: **(ACHGK051)**
- identification of the ways people utilise and change landscapes **VR**
- description of the impact of a range of human activities on landscapes **GS VR**
- examination of ONE type of landscape degradation including its spatial distribution, causes and impact **M F**

Landscape management and protection

Students:

- investigate ways people, including Aboriginal and Torres Strait Islander Peoples, manage and protect landscapes, for example: **(ACHGK052)**
- description of the nature and extent of landscape protection across a range of scales eg locally protected places, national parks, world heritage listing **M**

Concepts, Tools and Skills

Key inquiry questions:

- Why do people value landscapes and landforms?
- To what extent are landscapes and landforms sustainably managed and protected?

Concepts

- Place
- Environment
- Interconnection
- Sustainability
- Change

Inquiry Skills

Acquiring geographical information

- collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary data and secondary information sources **(ACHGS048, ACHGS056)**

Tools

- Maps
- Fieldwork
- Visual Representations

Content Focus and Outcomes

- examination of management and protection strategies for ONE landscape **F**
- assessment of the contribution of Aboriginal and Torres Strait Islander Peoples' knowledge to the use and management of an Australian landscape or landform

Topic	Geography: Stage 4 - Landscapes and Landforms
Knowledge & Understanding	PLACE AND LIVEABILITY A student: <ul style="list-style-type: none">• locates and describes the diverse features and characteristics of a range of places and environments GE4-1• explains how interactions and connections between people, places and environments result in change GE4-3• examines perspectives of people and organisations on a range of geographical issues GE4-4• explains differences in human wellbeing GE4-6• acquires and processes geographical information by selecting and using geographical tools for inquiry GE4-7• communicates geographical information using a variety of strategies GE4-8

Content Focus and Outcomes

Influences and perceptions

Students:

- investigate factors influencing perceptions of the liveability of places, for example: **(ACHGK043, ACHGK046, ACHGK065)**

Concepts, Tools and Skills

Key inquiry questions:

- Why do people's perceptions of the liveability of places vary?
- What effect does environmental quality and access to services have on people's wellbeing?
- How can strong community identity and social connectedness enhance the liveability of places?
- What approaches can be used to improve the liveability of places?

Concepts

- Place
- Environment
- Interconnection
- Sustainability
- Change

Inquiry Skills

Acquiring geographical information

- collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary data and secondary information sources (ACHGS048, ACHGS056)

Tools

- Maps
- Fieldwork
- Visual Representations

Topic	Geography: Stage 4 – Landscapes and Landforms
Knowledge & Understanding	<p>WATER IN THE WORLD</p> <p>A student:</p> <ul style="list-style-type: none"> locates and describes the diverse features and characteristics of a range of places and environments GE4-1 describes processes and influences that form and transform places and environments GE4-2 explains how interactions and connections between people, places and environments result in change GE4-3 discusses management of places and environments for their sustainability GE4-5 acquires and processes geographical information by selecting and using geographical tools for inquiry GE4-7 communicates geographical information using a variety of strategies GE4-8

Content Focus and Outcomes

The value of water

Students:

- investigate the economic, cultural, spiritual and aesthetic values of water for people, including Aboriginal and Torres Strait Islander Peoples and/or peoples of the Asia region, for example: **(ACHGK041)**
- description of the ways water is used by people eg agricultural, commercial, industrial and recreational uses **VR**
- discussion of variations in people's perceptions about the value of water eg economic versus aesthetic
- comparison of the importance of water to ONE Aboriginal and Torres Strait Islander community and/ or ONE Asian community

Concepts, Tools and Skills

Key inquiry questions:

- How do natural and human processes influence the distribution and availability of water as a resource?
- What effect does the uneven distribution of water resources have on people, places and environments?
- What approaches can be used to sustainably manage water resources and reduce water scarcity?

Concepts

- Place
- Environment
- Interconnection
- Sustainability
- Change

Inquiry Skills

Acquiring geographical information

- collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary data and secondary information sources (ACHGS048, ACHGS056)

Tools

- Maps
- Fieldwork
- Visual Representations

Topic	Geography: Stage 4 – Landscapes and Landforms
Knowledge & Understanding	<p>INTERCONNECTIONS</p> <p>A student:</p> <ul style="list-style-type: none"> describes processes and influences that form and transform places and environments GE4-2 explains how interactions and connections between people, places and environments result in change GE4-3 examines perspectives of people and organisations on a range of geographical issues GE4-4 discusses management of places and environments for their sustainability GE4-5 acquires and processes geographical information by selecting and using geographical tools for inquiry GE4-7 communicates geographical information using a variety of strategies GE4-8 <p>Related Life Skills outcomes: GELS-2, GELS-3, GELS-4, GELS-5, GELS-7, GELS-8</p>

Content Focus and Outcomes

Personal Connections

Students:

- investigate the influences on and effects of, people's travel and recreational, cultural or leisure connections with different places for the future, for example: **(ACHGK065, ACHGK069)**
- analysis of patterns and trends in people's travel, recreational, cultural and/or leisure activities **GS**
- examination of the impact of people's travel, recreational, cultural and/or leisure activities on the future of places **VR**
- explanation of the impacts of a selected travel, recreational, cultural or leisure activity on a place, implications for the future of that place and strategies to achieve sustainability **M**

Concepts, Tools and Skills

Key inquiry questions:

- How are people and places connected to other places?
- What role does technology play in connecting people to people, goods, services and information in other places?
- What are the consequences of a globally connected world for people and places?
- Why are interconnections important for the future of places and environments?

Concepts

- Place
- Environment
- Interconnection
- Sustainability
- Change

Inquiry Skills

Acquiring geographical information

- collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary data and secondary information sources (ACHGS048, ACHGS056)

Tools

- Maps
- Fieldwork
- Visual Representations

Stage 5 (Year 9-10) History

Topic	History: Stage 4
Outcomes	A Student: <ul style="list-style-type: none">• communicates

Content

Students:

- Identify days, holidays, events celebrated by students and their families and discuss cultural differences in days celebrated
- Define and use terms relating to times, sequencing objects or photographs from the past, eg then and now, past and present, a long time ago

Historical Concepts and Skills: Inquiry Questions

Key inquiry questions:

- How has family life changed or remained the same over time?
- How can we show that the present is different from or similar to the past?
- How do we describe the sequence of time?

Concepts

- Continuity and change
- Cause and effect
- Perspectives
- Empathetic understanding
- Significance
- Contestability

Skills

- Comprehension
- Analysis and use of sources
- Perspectives and interpretations
- Empathetic understanding
- Research
- Explanation and communication

Suggested Site Studies include:

- A museum visit
- A virtual historical site
- A virtual archaeological site

Aboriginal Languages

Stage	Aboriginal Languages K-10: Stage S4	
Topics & Outcomes	Using language	4.UL.1, 4.UL.3
	Making linguistic connections	4.MLC.2,
	Moving between cultures	4.MBC.1, 4.MBC.2.
	Using language	5.UL.1, 5.UL.3
	Moving between cultures	5.MBC.3, 5.MBC.4

Aboriginal Studies

Stage	Aboriginal Studies: Stage 5	
Content & Historical Outcomes/ Skills	Preliminary Course: Pre-contact to 1960s	
	Part I: Aboriginality and the Land	P1.1, P1.2
	Part II: Heritage and Identity	P2.1, P2.2, P2.3
	Part III: Research and Inquiry Methods: Local Aboriginal Community	P2.1, P2.2 P3.1, P3.2, P3.3 P4.1
	HSC Course: 1960s Onwards	
	Part I: Social Justice and Human Rights	H1, H1.2, H1.3, H3.1, H3.2, H3.3, H4.1, H4.3
	Part II: Aboriginality and the Land or Heritage and Identity	H1.1, H1.2, H1.3, H2.1, H2.2, H3.2, H3.3, H4.1
	Part III: Research and Inquiry Methods: Local Aboriginal Community	H4.1, H4.2

Science

Topic	Science: Stage 5
Knowledge & Understanding	PHYSICAL WORLD
	A student:
	<ul style="list-style-type: none"> applies models, theories and laws to explain situations involving energy, force and motion SC5-10PW explains how scientific understanding about energy conservation, transfers and transformations is applied in systems SC5-11PW
	Related Life Skills outcomes SCLS-10PW SCLS-11PW SCLS-12PW

Content Focus and Outcomes

PW2 The motion of objects can be described and predicted using the laws of physics. **(ACSSU229)**

Students:

- describe the relationship between force, mass and acceleration
- explain the relationship between distance, speed and time
- relate acceleration to a change in speed and/or direction as a result of a net force
- analyse everyday situations involving motion in terms of Newton's laws

Values, Attitudes and Skills

Values and Attitudes

- Appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them **SC4-1VA**
- Shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures **SC4-2VA**

Skills

- Identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge **SC4-4WS**
- Processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions **SC4-7WS**

Topic	Science: Stage 5
Knowledge & Understanding	<p>LIVING WORLD</p> <p>A student:</p> <ul style="list-style-type: none"> analyses interactions between components and processes within biological systems SC5-14LW explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society SC5-15LW <p>Related Life Skills outcomes</p> <p>SCLS-17LW SCLS-18LW SCLS-19LW SCLS-20LW SCLS-21LW</p>

Content Focus and Outcomes

LW2 Conserving and maintaining the quality and sustainability of the environment requires scientific understanding of interactions within, the cycling of matter and the flow of energy through ecosystems.

Students:

- recall that ecosystems consist of communities of interdependent organisms and abiotic components of the environment **(ACSSU176)**
- outline using examples how matter is cycled through ecosystems such as nitrogen **(ACSSU176)**
- describe how energy flows through ecosystems, including input and output through food webs **(ACSSU176)**
- analyse how changes in some biotic and abiotic components of an ecosystem affect populations and/or communities
- assess ways that Aboriginal and Torres Strait Islander Peoples' cultural practices and knowledge of the environment contribute to the conservation and management of sustainable ecosystems
- evaluate some examples in ecosystems, of strategies used to balance conserving, protecting and maintaining the quality and sustainability of the environment with human activities and needs

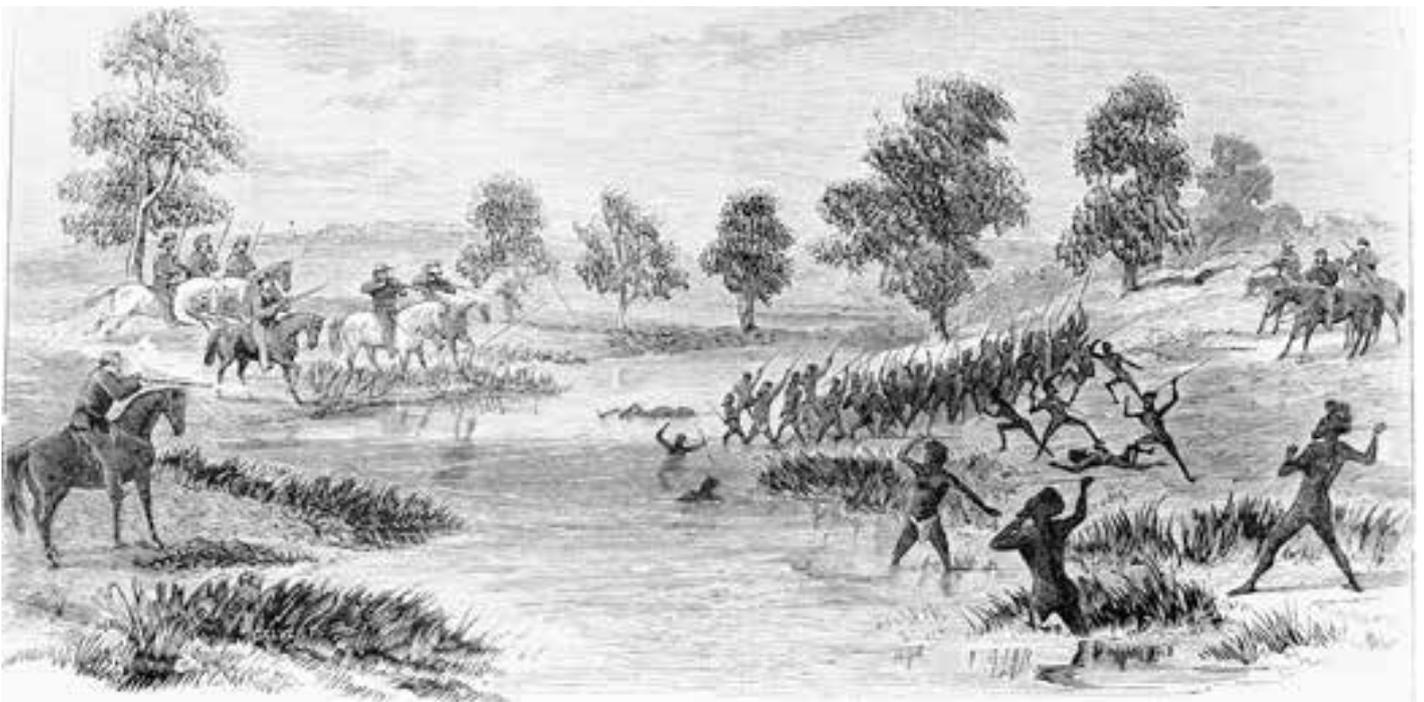
Values, Attitudes and Skills

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Skills

- Identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge **SC4-4WS**
- Processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions **SC4-7WS**



Geography

Stage	Geography: Stage 5
Topic and Outcomes	SUSTAINABLE BIOMES A student: <ul style="list-style-type: none">explains the diverse features and characteristics of a range of places and environments GE5-1explains processes and influences that form and transform places and environments GE5-2analyses the effect of interactions and connections between people, places and environments GE5-3assesses management strategies for places and environments for their sustainability GE5-5acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry GE5-7communicates geographical information to a range of audiences using a variety of strategies GE5-8 Related Life Skills outcomes GELS-1, GELS-2, GELS-3, GELS-5, GELS-7, GELS-8

Content Focus and Outcomes

Biomes produce food

Students:

- investigate environmental, economic and technological factors that influence agricultural yields in Australia and across the world, for example: **(ACHGK062)**
- examination of how environmental factors influence agricultural yields eg temperature, water availability, soil, topography **F**
discussion of economic factors affecting agricultural yields eg global trade, commercialisation of agriculture **GS**
- explanation of how technology is used to increase agricultural yields eg innovations and advancements in farming practices **VR**

Challenges to food production

Students:

- investigate environmental challenges to food production for Australia and other areas of the world, for example: **(ACHGK063)**
- description of the impact of water scarcity and pollution on food production **VR**
- discussion of the impact of land degradation and competing land uses on food production eg urban expansion, biofuel production **F ST**
- assessment of the extent to which climate change can affect the capacity of countries to increase food production **GS**

Food security

Students:

- investigate the capacity of the world's biomes to achieve sustainable food security for Australia and the world, for example: **(ACHGK064)**
- examination of sustainable practices used to achieve food security **VR**
- discussion of the potential for Australia to contribute to global food security

Concepts, Tools and Skills

Key inquiry questions:

- What are the main characteristics that differentiate the world's biomes?
- How do people use and alter biomes for food production?
- Can the world's biomes sustainably feed the world's population?
- What strategies can be used to increase global food security?

Concepts

- Place
- Environment
- Interconnection
- Sustainability
- Change

Tools

- Maps
- Fieldwork
- Visual Representations

Inquiry Skills

Acquiring geographical information

- collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary data and secondary information sources **(ACHGS048, ACHGS056)**

Processing geographical information

- valuate information sources for their reliability, bias and usefulness **(ACHGS065, ACHGS074)**
- represent multi-variable data in a range of appropriate forms, with and without the use of digital and spatial technologies **(ACHGS065, ACHGS074)**
- represent the spatial distribution of geographical phenomena on maps that conform to cartographic conventions, using spatial technologies as appropriate **(ACHGS066, ACHGS075)**

Content Focus and Outcomes

Changing Biomes

Students:

- investigate the human alteration of biomes to produce food, industrial materials and fibres and the environmental effects of these alterations, for example: **(ACHGK061)**
- examination of human alterations to the physical characteristics of biomes eg vegetation removal, agriculture, land terracing, irrigation, mining **VR**
- assessment of environmental impacts of human alterations to biomes eg habitat and biodiversity loss, water pollution, salinity **GS ST**
- discussion of successful sustainability strategies that minimise environmental impacts



Stage	Geography: Stage 5
Topic and Outcomes	ENVIRONMENTAL CHANGE & MANAGEMENT A student: <ul style="list-style-type: none">explains processes and influences that form and transform places and environments GE5-2analyses the effect of interactions and connections between people, places and environments GE5-3accounts for perspectives of people and organisations on a range of geographical issues GE5-4assesses management strategies for places and environments for their sustainability GE5-5acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry GE5-7communicates geographical information to a range of audiences using a variety of strategies GE5-8 Related Life Skills outcomes GELS-2 GELS-3 GELS-4 GELS-5 GELS-7 GELS-8

Content Focus and Outcomes

Environments

Students:

- investigate the role and importance of natural environments, for example:
- identification of the function of natural environments in supporting life eg maintaining biodiversity

Environmental change

Students:

- investigate human-induced environmental changes across a range of scales, for example: **(ACHGK070)**
- brief examination of types, and extent, of environmental change

Environmental management

Students:

- investigate environmental management, including different worldviews and the management approaches of Aboriginal and Torres Strait Islander Peoples, for example: **(ACHGK071, ACHGK072)**
- discussion of varying environmental management approaches and perspectives

Concepts, Tools and Skills

Key inquiry questions:

- How do environments function?
- How do people's worldviews affect their attitudes to and use of environments?
- What are the causes and consequences of change in environments and how can this change be managed?
- Why is an understanding of environmental processes and interconnections essential for sustainable management of environments?

Concepts

- Place
- Environment
- Interconnection
- Sustainability
- Change

Tools

- Maps
- Fieldwork
- Visual Representations



Concepts, Tools and Skills

Inquiry Skills

Acquiring geographical information

- collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary data and secondary information sources **(ACHGS048, ACHGS056)**

Processing geographical information

- evaluate information sources for their reliability, bias and usefulness **(ACHGS065, ACHGS074)**
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- represent the spatial distribution of geographical phenomena on maps that conform to cartographic conventions, using spatial technologies as appropriate **(ACHGS066, ACHGS075)**

Stage

Geography: Stage 5

Topic and Outcomes

HUMAN WELLBEING

A student:

- explains the diverse features and characteristics of a range of places and environments **GE5-1**
- explains processes and influences that form and transform places and environments **GE5-2**
- analyses differences in human wellbeing and ways to improve human wellbeing **GE5-6**
- acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry **GE5-7**
- communicates geographical information to a range of audiences using a variety of strategies **GE5-8**

Related Life Skills outcomes

GELS-1, GELS-2, GELS-6, GELS-7, GELS-8

Content Focus and Outcomes

Human wellbeing and development

Students:

- investigate ways of measuring and mapping human wellbeing and development, for example: **(ACHGK076)**
- examination of global indicators and benchmarks for human wellbeing **GS**
- description of ways of measuring and mapping human wellbeing and development for the purpose of identifying and analysing spatial variations
- analysis of contemporary trends in human wellbeing and development **GS**

Spatial variations in human wellbeing

Students:

- investigate causes, issues and consequences of spatial variations in human wellbeing, for example: **(ACHGK077, ACHGK078, ACHGK079)**
- description of spatial variations in human wellbeing and development between and within countries using selected indicators **M GS**
- examination of reasons for and consequences of spatial variations in human wellbeing and development **VR**

Concepts, Tools and Skills

Key inquiry questions:

- What makes human wellbeing a geographical issue?
- How can the spatial variations in human wellbeing and development be measured and explained?
- What are the economic, social and environmental impacts of variations in development and human wellbeing?
- How do governments, groups and individuals respond to inequalities in development and human wellbeing for a sustainable future?

Concepts

- Place
- Environment
- Interconnection
- Sustainability
- Change

Tools

- Maps
- Fieldwork
- Visual Representations

Content Focus and Outcomes

- discussion of issues affecting the development of places and their impact on human wellbeing in ONE country or region **ST**

Human wellbeing in Australia

Students:

- investigate the reasons for and consequences of spatial variations in human wellbeing in Australia, for example: **(ACHGK080)**
- identification of differences in human wellbeing in Australia using a range of indicators **GS**
- examination of reasons for and consequences of differences in human wellbeing for TWO groups of people in Australia eg cultural groups, unemployed, the aged, young people, people with disabilities **VR**
- analysis of how human wellbeing is influenced by where people live in Australia **M**

Improving human wellbeing

Students:

- investigate initiatives to improve human wellbeing in Australia and other countries, for example: **(ACHGK081)**
- evaluation of initiatives by governments and non-government organisations to reduce spatial variations in human wellbeing
- discussion of the role individuals play in improving human wellbeing
- proposal for action by governments, organisations or individuals to improve the wellbeing of ONE group in Australia

Concepts, Tools and Skills

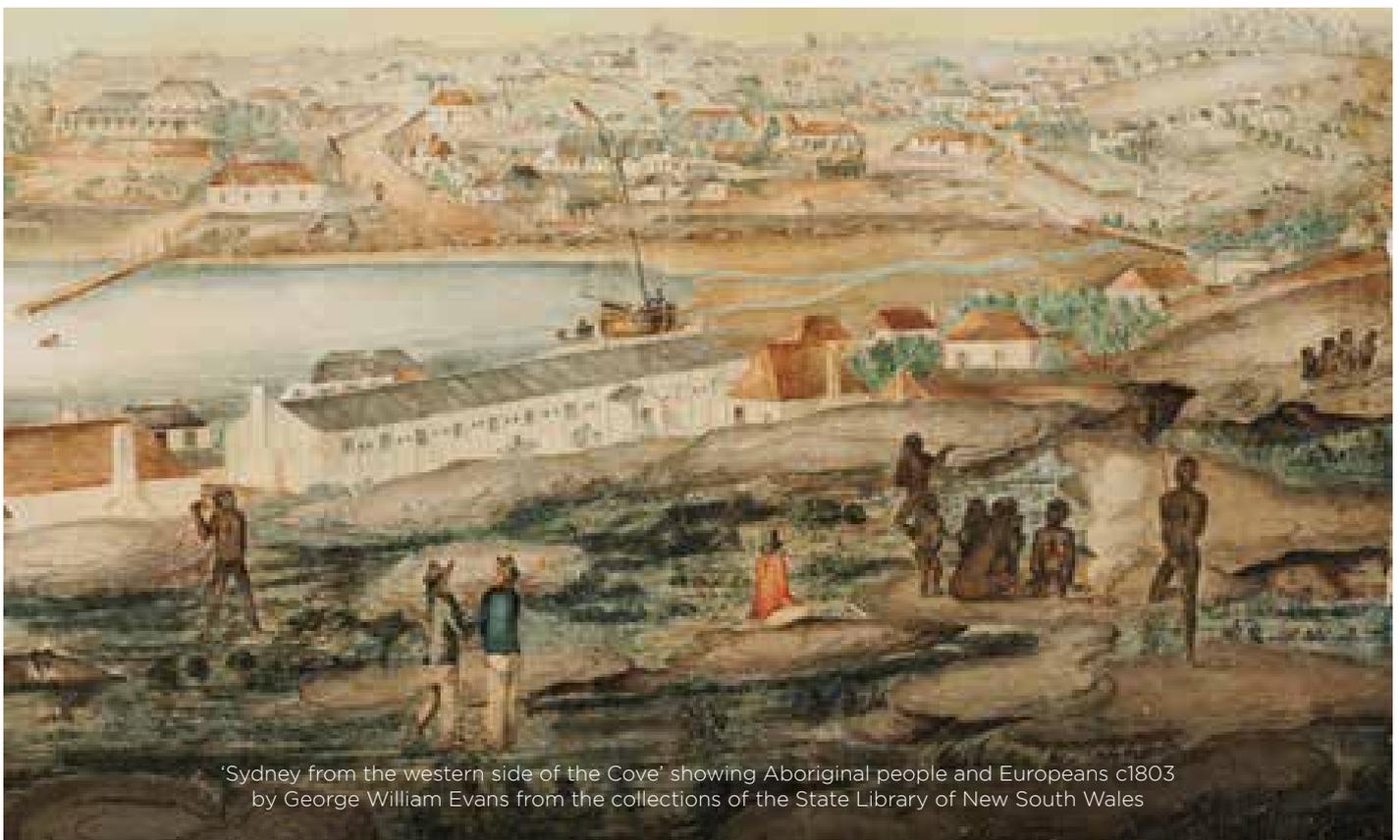
Inquiry Skills

Acquiring geographical information

- collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary data and secondary information sources **(ACHGS048, ACHGS056)**

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'Sydney from the western side of the Cove' showing Aboriginal people and Europeans c1803 by George William Evans from the collections of the State Library of New South Wales

Schedule for The Day

Meet the guide/s at Tallowallodah Place for the 2-hour walking tour through The Rocks, Sydney.

Locations

Tallowallodah Place
Bligh & Barney Reserve
Campbell's Cove
Hickson's Reserve
Dawes Point
Cnr George St & Kendall Lane
Mural, Kendall Lane
The Rocks Discovery Museum

The route will change depending on number of guides allocated to run the program.



Tour components

Tallowallodah Place – MCA Lawn

Students will:

- Hear an Acknowledgement of Country as they are introduced to the program and content
- View the Aboriginal language map to better see the scope of Aboriginal Australia and its diversity & longevity

Bligh & Barney Reserve

Students will:

- Examine and discuss the different uses and attributes of native plants, including as Aboriginal staple foods, medicines, educational tools and more
- Look at Aboriginal Astronomy and how it informs the lores (laws), sciences, and teachings of Aboriginal people

Campbell's Cove

Students will:

- Discuss the importance of the harbour to the Gadigal people and how the shorelines and surrounding islands were used
- Be introduced to the sustainability practises used by Gadigal and surrounding Aboriginal peoples and its importance, shell middens
- Consider the implications of colonisation and how it impacted Gadigal life, customs and initiations

Hickson's Reserve

Students will:

- See an artist's rendition of a whale engraving, discussing the importance of the whale dreaming
- Revisit the impact of colonisation, focusing on the first instances of resistance and why they were occurring
- Hear the stories of prominent resistance warriors

Dawes Point

Students will:

- Look at how the Gadigal language survived colonisation through communication and documentation

Cnr George St & Kendall Lane

Students will:

- Touch and see the impact of colonisation in the archaeology, the early colony using shells from shell middens in buildings



- View a sandstone statue depicting the three types of people who came to begin the colony, discuss the lack of Gadigal representation, while also looking at the importance of the sandstone to the Gadigal
- Look into what ochre is, interpret the meaning of the paints, styles, colours and symbols used

Mural, Kendall Lane

Students will:

- See an artist's visual representation of the development of The Rocks in the form of a mural, exploring what is seen and how it helps show the attitudes and important aspects of each time period represented

The Rocks Discovery Museum

Students will:

- Discuss what history and archaeology are and how we have previously and continue to use them to learn about our past
- Examine Aboriginal artefacts which show the innovative and inventive skills of Aboriginal people and how the technologies have adapted and endured
- Consider the life of Aboriginal inventor, scholar, writer, and more, David Unaipon
- Review and question the program content

Conclude program

Glossary of Terms

Term	Definition
Aboriginal & Torres Strait Islander people	Aboriginal and Torres Strait Islander peoples are the original occupants of Australia including the Indigenous people of the Torres Strait Islands off Northern Queensland.
Artefact	Something made or given shape by humans, typically has cultural or historical interest.
Assimilation	A policy requiring all people living in a community, regardless of their cultural background or country of origin, to adopt the same manner of living as the dominant culture.
Australia Day	Celebrations held on 26 January to commemorate the arrival of the First Fleet at Sydney Cove and the raising of the British flag by Captain Arthur Phillip.
Baiaime - The Rainbow Serpent	Baiaime (or Baayaami, Baayama, Biame or Byamee) was the Creator god (Sky Father) in the Dreaming stories of a number of Aboriginal people of south-eastern Australia including the; Eora, Wonnarua, Gamillaroi, Darkinjung and the Wiradjuri Nations. The story tells of how he came down from the sky and shaped the land, creating the rivers, mountains and the bushlands. Then he gave the people their Lores, language, traditions, songs, symbols and culture. He also created the first initiation site, the Bora, where boys are initiated into manhood. When finished he returned to the sky.
Colonisation	A process by which a different system of government is established by one nation over another group of peoples. It involves the colonial power asserting and enforcing its sovereignty according to its own law, rather than by the laws of the colonised
Conservation	The process of protection and preservation of the natural and heritage features of the environment.
Country/Land	In the context of Aboriginal peoples, is used to describe a specific area of a nation or clan including physical, linguistic and spiritual features.
Deadly	In the context of Aboriginal peoples, it is used to describe something that is 'awesome' or 'great'
Dispossession	The removal of people from their lands which had been occupied and cared for by their ancestors over thousands of years.
Dreaming and The Dreaming	"The Dreaming" is the belief of many Aboriginal groups that Aboriginal people have been in Australia since the beginning of time. During the Dreaming, ancestral spirits came up out of the earth and down from the sky to walk on the land where they created and shaped its land formations, rivers, mountains, forests and deserts. These were created while the ancestors travelled through the land. They also created all the people, animals and vegetation that were to be a part of the land and laid down the patterns their lives were to follow. It was the spirit ancestors who gave Aboriginal people the lores, customs and codes of conduct, and who are the source of the songs, dances, designs, languages, and rituals that are the basis of Aboriginal religious expression, or spirituality. These ancestors were spirits who appeared in a variety of shapes and forms. When their work was completed the ancestral spirits returned to the earth, the sky, the animals, land formations, and rivers. The ancestors-beings are 'alive' in the spirit of Australian Aboriginals through their songs, dances, art and language.
Elder(s)	Key persons and keepers of various knowledge within Aboriginal communities; (a) Elders in respect of kinship and as overseers of many Dreaming Tracks, i.e. they are the 'Boss over Country'; (b) Elders in respect of being matriarchal and patriarchal leaders of large extended family networks; and (c) Elders in respect of knowledge acquired and services given within the community.
Harmony Week	A national week commemorated in Australia that celebrates Australia's cultural diversity and promotes intercultural understanding and peace.
Heritage	That which belongs to an individual, group, community or nation as a result of birth, inheritance or membership. It can also be applied to significant examples of the built or natural environment.
Indigenous People	This term is used when referring collectively to the first people of a land in international communities. The term Indigenous Australians is used when speaking about both Aboriginal and Torres Strait Islander peoples within Australia.
Invasion	The forced takeover of land.

Term	Definition
Land Rights	The continuing struggle of Indigenous Australians to regain possession of their lands.
Mabo	(See Native Title) Eddie Koiki Mabo, whose Murray Island land claim led the High Court to recognise, for the first time, that a form of land title existed prior to Australia's occupation by Great Britain in 1788. The judgement, made in 1992, is usually referred to as Mabo
Martial Law	Military government involving the suspension of ordinary law. Martial law was exercised in 1816 (NSW) and in 1824 (Tasmania). Martial law in Australia, declared that Aboriginal people could be shot on sight, armed or unarmed, if they were found within a certain distance to homes or settlements. Military government involving the suspension of ordinary law. Martial law was exercised in 1816 (NSW) and in 1824 (Tasmania). Martial law in Australia, declared that Aboriginal people could be shot on sight, armed or unarmed, if they were found within a certain distance to homes or settlements.
Mob	'Mob' is a colloquial term identifying a group of Aboriginal people associated with a particular place or country. It is used to connect and identify who an Aboriginal person is and where they are from. 'Mob' can represent your family group, clan group or wider Aboriginal community group.
NAIDOC Week	National Aborigines and Islanders Day Observance Committee (NAIDOC) starts first Sunday in July until the following Sunday. It has roots in the Day of Mourning 1938 a protest marking 150 years of colonization. It became a week-long celebration in 1975 each year celebrating a different theme in which we recognize and celebrate the achievements of Aboriginal and Torres Strait Islander people.
Native Title	'Native Title' is the name given by the High Court to Indigenous property rights recognised by the court in the Mabo judgement (3 June 1992). The Mabo judgement overthrew the concept of terra nullius - that the land of Australia had belonged to no one when the British arrived in 1788. The judgement found that a native title to land existed in 1788 and may continue to exist; provided it has not been extinguished by subsequent acts of government and provided Indigenous groups continue to observe their traditional laws and customs. The High Court's Wik judgement (December 1996) decided an issue left unresolved by the Mabo judgement when it determined that native title could coexist with other rights on land held under a pastoral lease.
Ochre	A natural clay pigment ranging in colour from yellow to deep orange or brown used to create a type of paint.
Protection (Era)	A government policy towards Aboriginal peoples which sought to protect them from the effects of violence, disease and exploitation as a result of European settlement. It was based on a belief that Aboriginal peoples were doomed to extinction and should be given some protection to live out their last years in peace.
Racism	The belief in the superiority of one race of people over others.
Rationing	Government-imposed restrictions on the allowance of people's food, clothing and fuel in both World Wars for the purpose of maintaining the nation's war effort.
Reconciliation	A Commonwealth initiative to promote understanding between Aboriginal and Torres Strait Islander peoples and the wider community and to address Aboriginal and Torres Strait Islander disadvantage.
Referendum	Under the Australian Constitution, a referendum is used by a government to formally seek the opinion of the people on a particular issue or change to the Constitution. To succeed, a referendum must attract a majority of voters voting 'Yes' and a majority of States also voting 'Yes'.
Self-Determination (Era)	The effective participation of Aboriginal peoples in all decision-making that affects their rights and freedoms.
Significance	The importance assigned to a particular aspect of the past such as events or sites.
Songlines	A traditional song or story recording a journey made during the Dreamtime.
Stolen Generations	Aboriginal children taken from their families as part of the assimilation policy of various governments.
Sustainability	The ongoing capacity of the Earth to maintain life, including the needs of the present, without compromising the ability of future generations to meet their needs.
Terra-Nullius	(See Native Title) A concept in international law meaning 'a territory belonging to no-one' or 'over which no-one claims ownership'. The concept has been used to justify the invasion and colonisation of Australia.
Yabun	Yabun means to sing and dance in the Gadigal language. There is festival held in Sydney on Australia Day/Survival Day to commemorate the survival of Aboriginal people and culture.



The Rocks Discovery Museum

The Rocks Discovery Museum is housed in a restored 1850's sandstone warehouse and tells the story of The Rocks from pre-European days to the present. It is home to a unique collection of images and archaeological artefacts found in The Rocks with exhibits that are highly interactive, using touchscreens and audio-visual elements to bring the history of the area alive.

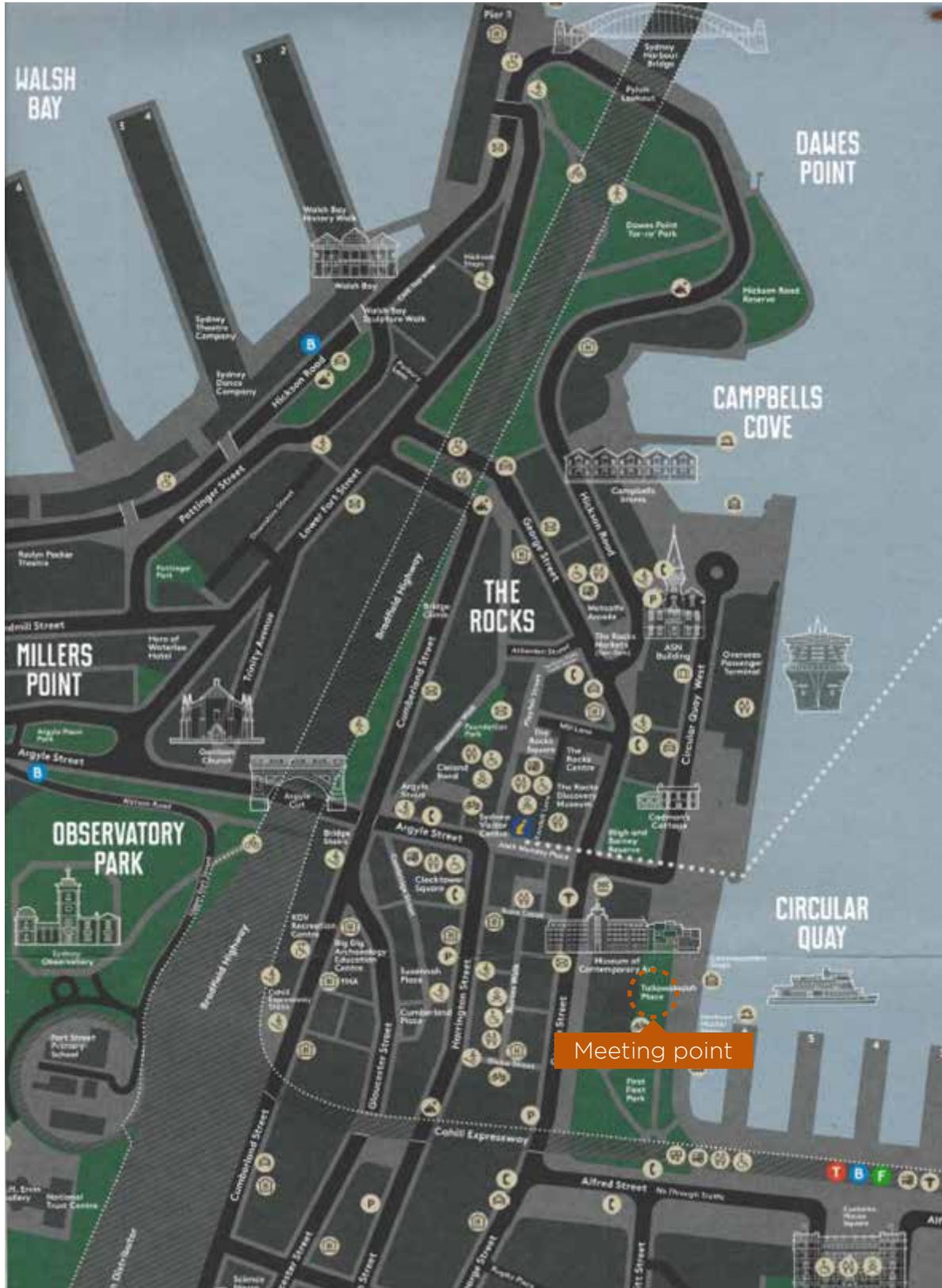
An interactive journey of discovery through four exhibits includes stories of the traditional land owners, establishment of the English colony and the time when sailors, whalers and traders made the area their home through to the 1970's union-led protest which preserved this unique part of Sydney.

For more information and bookings, please call on (02) 9240 8680 or email therocksdiscoverymuseum@property.nsw.gov.au.

Map of The Rocks

Meeting point:

Tallowallodah Place Lawns harbourside of the Museum of Contemporary Art



Suggested Teaching & Learning Resources

Texts

Attenbrow, Val. *Sydney's Aboriginal Past*, UNSW Press, Sydney, 2002

Attwood, B. and Markus, A. *The Struggle for Aboriginal Rights: A Documentary History*. Allen and Unwin, 1999

Behrendt Larissa. *Home*, University of Queensland Press, 2004

Challis, K. and Smith, B. *Tales from Sydney Cove*. The Helicon Press.

Chatwin, Bruce. *The Songlines*, Picador, London, 1987

Endangered Language Project and SOAS Library Special Collections, School of Oriental and African Studies - 2009.

Gamage, Bill. *The Biggest Estate on Earth. How Aborigines Made Australia*. Allen and Unwin - 2012

Grenville, Kate. *Searching for the Secret River*, Text Publishing, Melbourne

Grenville, Kate. *The Secret River*, Text Publishing, Melbourne, 2005

Grenville, Kate. *The Lieutenant*, Text Publishing, Melbourne, 2008

Hinkson, Melinda. *Aboriginal Sydney*, Aboriginal Studies Press, Sydney 2001.

Hughes, Robert. *The Fatal Shore*, Pan Books, London 1987

Langton, M. and Perkins, R.(Eds) *First Australians - An Illustrated History*, The Miegunyah Press, 2008.

Lindqvist Sven. Terra Nullius. *A journey through No One's Land, Granta Macquarie Aboriginal Words*, Macquarie Press, reprinted 2005

Parbury, Nigel. *Survival: A History of Aboriginal Life in New South Wales*, Ed2. Department of Aboriginal Affairs, 2005.

Pascoe, Bruce. *Dark Emu - Aboriginal Australia and the Birth of Agriculture*. 2019.

Pascoe, Bruce. *Young Dark Emu - A Truer History*. 2019.

Smith, Keith Vincent. *Bennelong*, Kangaroo Press, Sydney, 2001

Sveiby Karl-Erifand and Skuthorpe, Tex. *Treading Lightly*, Allan and Unwin, 2006

Stewart, K. and Percival, B. *Bush Foods of New South Wales*. Botanic Record and an Aboriginal History, 1997.

Troy, J. *The Sydney Language - AIATSIS and Australian Dictionaries Project* Canberra, 1993

Turbet, Peter. *The Aborigines of the Sydney District Before 1788*, Kangaroo Press, Sydney 2001

William Dawes' Notebooks on the Aboriginal Language of Sydney, 1790-1791 - Hans Rausing

Wright Alexis. *Carpentaria*, Giramondo, 2007

Websites

Aboriginal Studies Association	www.aboriginalstudies.com.au
Aboriginal Education Consultative Group	www.aecg.org.au
Barani	www.sydneybarani.com
City of Sydney	www.cityofsydney.gov.nw.au
Creative Spirits	www.creativespirits.info
NSW Aboriginal Land Council	www.alc.org.au
Metropolitan Local Aboriginal Land Council	www.mlalc.org.au
Wild about Whales	www.wildaboutwhales.com.au
Dharug Dhalang	www.dharug.dhalang.com.au
Reconciliation Australia	www.reconciliation.org.au
Australian Institute of Aboriginal and Torres Strait Islander Studies	www.aiatsis.gov.au
Aboriginal History	www.aboriginalhistory.org
Australian Museum Online	www.amonline.com.au
The Rocks Discovery Museum	www.therocks.com
Department of Aboriginal Affairs	www.daa.nsw.gov.au

National Library of Australia	www.nla.gov.au
State Library of NSW	www.slsw.gov.au
SNAICC	www.snaicc.org.au
NSW Heritage Office	www.heritage.nsw.gov.au
Yulunga: Traditional Indigenous Games	www.sportaus.gov.au/yulunga

Aboriginal Book Publishers

Black Ink Press (Townsville, Queensland)

Magabala Books (Broome, Western Australia)

IAD Press (Alice Springs, Northern Territory)

Aboriginal Studies Press (Canberra, Australian Capital Territory; you can also find their books at **Fishpond**)

Keeaira Press (Southport, Queensland)

JB Books (Marleston, South Australia)

Budburra Books (Murgon, Queensland)

Koori Curriculum (Sydney, New South Wales)

Riley Carrie Resources (West Woombye, Queensland)

Contact us

Your Booking

If you have any questions regarding your booking, please contact Sydney Learning Adventures on (02) 9240 8552 or email tours@property.nsw.gov.au.

The Rocks Discovery Museum

Address:

2-8 Kendall Lane, The Rocks NSW 2000

Trading hours:

10:00am - 5:00pm

Admission:

Entry is free

Bookings essential for self-guided tours

Recommended time allowance for self-guided tours:

30 mins for Stages 1-3,

45 mins for Stages 4-6

Contact details:

(02) 9240 8680

therocksdiscoverymuseum@property.nsw.gov.au

For more information on the programs that Sydney Learning Adventures offers, visit our website:

www.sydneylearningadventures.com