

SYDNEY LEARNING ADVENTURES

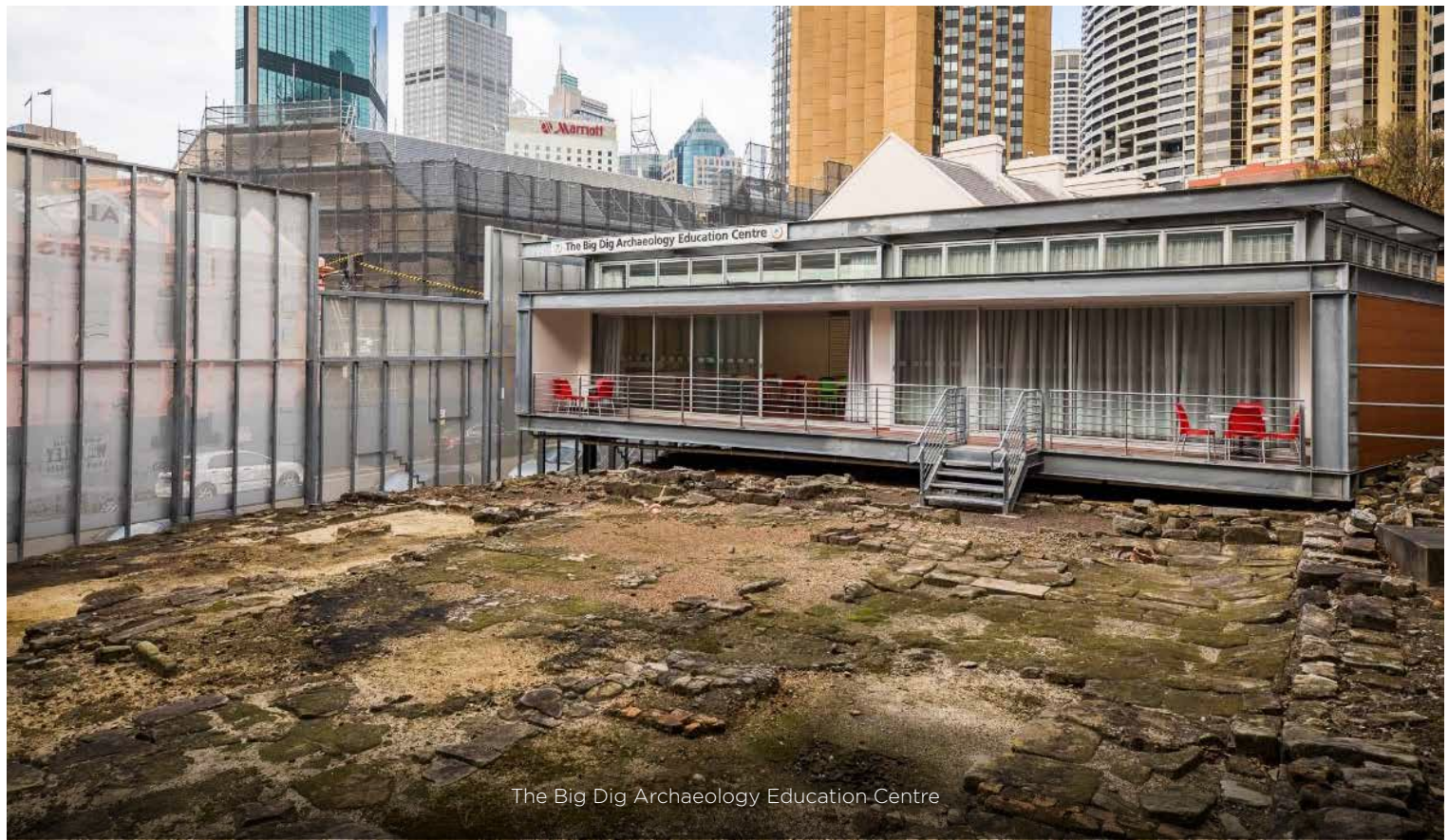
Groundwork Extended

Teacher Resource Pack

Secondary Program

- Stage 6 Ancient History
- Stage 5 Elective History
- History Extension





Acknowledgements

Welcome – Budyari Gamarruwa

Sydney Learning Adventures acknowledges and pays respect to the Gadigal people, 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 Big Dig Archaeology Education Centre programs have been originally designed for Sydney Harbour Youth Hostel (YHA) and Sydney Learning Adventures (SLA) by education consultant Louise Zarmati.

Sydney Learning Adventures gratefully acknowledges the assistance of Dr Grace Karskens and Dr Wayne Johnson.

Sydney Learning Adventures is an initiative of Place Management NSW.

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Artefact fragments from The Big Dig excavation in 1994

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Artist's impression of defences at Dawes Point, circa 1830

Your Learning Experience

Groundwork Extended is a full- day program from Sydney Learning Adventures that immerses your students in the process of historical inquiry. You will begin the day by meeting an experienced, working archaeologist, so have your questions ready! This is followed by exclusive access to two very different archaeological sites, The Big Dig and the Powder Battery at Dawes Point. These visits support a comparison between how historians and archaeologists approached, excavated and preserved each location and allow for an evidence-supported reconstruction of daily life in The Rocks during the 19th and early 20th centuries. Other primary source material, including official documents, newspaper reports and personal letters, will form part of this reconstruction.

Working either in teams or individually, students will touch the past by handling artefacts found in The Rocks and use archaeological analysis to make decisions about what the artefacts are, how they were made and who owned them. This process encourages students to make connections between the past and present, manipulate abstract ideas and use reasoned judgement as many artefacts are of objects unfamiliar to us today. Students will complete the program by visiting The Rocks Discovery Museum, to explore both Gadigal and European occupation of Sydney Harbour. Our knowledgeable and energetic Education Guides provide a supportive learning environment which challenges students to think independently, solve problems and develop emotional connections with the past.

Curriculum Outcomes Overview and Key Inquiry Question

The Groundwork Extended program covers content, skills and concepts from the Ancient History syllabus by addressing the key inquiry question:

What role does archaeology play in constructing history and helping us to understand the past?

The program directly addresses curriculum outcomes during five hands-on, interactive activities.

1

Meet an Archaeologist

Your students will share the experiences and stories of a working archaeologist and learn the origins and development of The Big Dig site in the context of the historical and archaeological process. Find out what mysteries archaeologists hoped to solve by digging, what methods they used and what ethical issues were raised. Students will have the opportunity to ask questions of their own and hear about the latest archaeological techniques, which allow archaeologists to see beneath the ground without digging.

2

The Big Dig Tour

Students will see firsthand the remnants of structures, including houses, business premises and a slaughter yard, dating from as early as 1795. They will be encouraged and supported to interpret features of the archaeological remains, such as stairs, fireplaces and cesspits. Combining this knowledge with information garnered from displayed artefacts and primary source documents, students reconstruct the lives of people who lived in the laneways of The Rocks over the span of the 19th century.

3

Artefact Analysis

Is it a vase? A cover for a kerosene lamp? Perhaps a glass fishing float? Students will handle, examine and analyse artefacts found in The Rocks to determine their uses, probable owners and manufacturing dates. Artefact analysis engages students directly in the process of historical inquiry, with a focus on teamwork and self-discovery. Using problem-solving skills and a dash of imagination, students make sense of unfamiliar objects and understand what they tell us in terms of living standards, social values and prevailing attitudes of the time.

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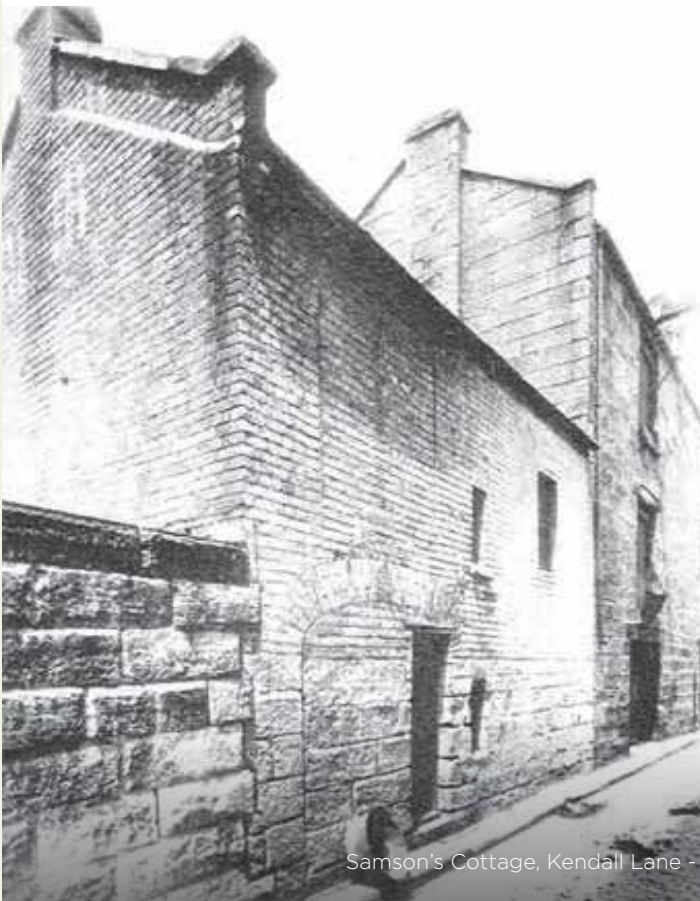
Powder Battery Tour, Dawes Point

Dawes Point, or Tarra, is the site of our first observatory, signal station and military defences, and the place where William Dawes and Patyegarang exchanged language. The archaeological dig that occurred here in 1995 was very different to The Big Dig the year before. Students will have the opportunity to compare the methods used and discoveries made at each site, as well as appreciate the contrasting ways they have been preserved for public access and education. The highlight of the tour is exclusive access to the Dawes Point powder magazine, a military structure surviving largely intact for more than 150 years.

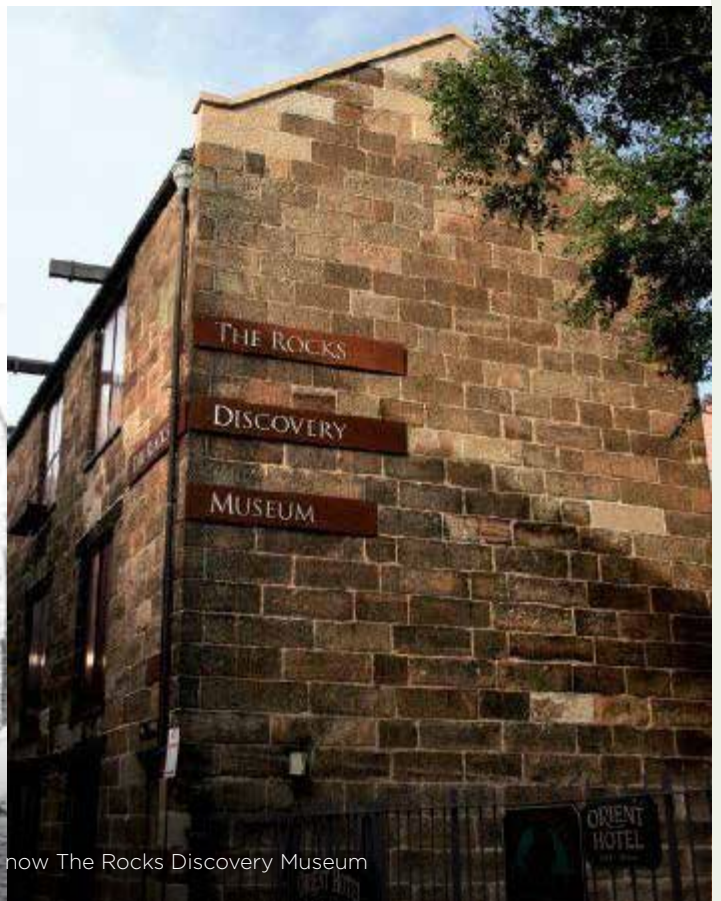
5

The Rocks Discovery Museum

Your excursion finishes at The Rocks Discovery Museum, where students can delve more deeply into the history of the area and the lives of the convicts and free settlers who made it their home. The museum displays a wide assortment of artefacts found during The Big Dig, including a stratigraphic display of items found in George Cribb's well. The story of The Rocks is placed in the greater context of at least 50,000 years of Gadigal occupation and the growth of Sydney from a struggling settlement to a thriving port. More modern events, such as the building of the Harbour Bridge and the Green Bans of the 1970s, emphasise the roles of change and conflict in Sydney's development.



Samson's Cottage, Kendall Lane - now The Rocks Discovery Museum



Curriculum Links

Links between our program activities and the NSW syllabus outcomes are outlined in the following tables. Please note that all programs will be modified to cater for the specific Stage group visiting. Teachers will be consulted prior to the start of the program.

Subject	Ancient History
Topic	Year 11: Historical Investigation Investigating Ancient History – The Nature of Ancient History Years 11 and 12: Historical Concepts and Skills
Knowledge and Understanding	
Outcomes	YEAR 11 AH11-1 describes the nature of continuity and change in the ancient world AH11-2 proposes ideas about the varying causes and effects of events and developments AH11-3 analyses the role of historical features, individuals and groups in shaping the past AH11-4 accounts for the different perspectives of individuals and groups AH11-5 examines the significance of historical features, people, places, events and developments of the world YEAR 12 AH12-1 accounts for the nature of continuity and change in the ancient world AH12-2 proposes arguments about the varying causes and effects of events and developments AH12-3 evaluates the role of historical features, individuals and groups in shaping the past AH12-4 analyses the different perspectives of individuals and groups AH12-5 assesses the significance of historic features, people, places, events and developments of the world
Skills	
Outcomes	YEARS 11 AND 12 AH11-6 and AH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument AH11-7 and AH12-7 discusses and evaluates differing interpretations and representations of the past AH11-8 and AH2-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources AH11-9 and AH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate, well-structured forms AH11-10 discusses contemporary methods and issues involved in the investigation of ancient history AH12-10 analyses issues relating to the ownership, custodianship and conservation of the ancient past

Subject	History Extension
Topic	Constructing History – Key Questions Western Imperialism in the 19th Century Women Convicts in New South Wales

Knowledge and Understanding

Skills

Outcomes	YEAR 12 HE12-1 analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretation HE12-4 constructs an historical position about an area of historical inquiry and discusses and challenges other positions
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Program Activities

1. Meet an Archaeologist

Students will:

- meet and converse with a practising archaeologist to deepen their knowledge of history and archaeology as disciplines
- clarify the relationship between history and archaeology
- ask a working archaeologist a broad range of questions, for example “Have you ever faced an ethical dilemma in your career?”
- share their own understandings of archaeological and historical concepts, methods and sites
- hear and give examples of how careless archaeological work can affect historical interpretation and disguise changes that have occurred
- form opinions about issues such as how archaeology may complement or contradict other historical sources
- examine the idea of bias in historical sources, comparing archaeological evidence with written and visual sources
- gain an understanding of all stages of The Big Dig development, including the questions archaeologists hoped the excavation could answer
- learn the seven stages of an archaeological dig, from the preliminary investigation to the final site interpretation and public communication
- discuss new technologies now being used in archaeology, especially remote sensing techniques
- identify and assess the types of ethical issues affecting the practice of archaeology
- raise discussion points stemming from familiar and new information presented

2. The Big Dig Tour

Students will:

- observe the natural terrain of The Rocks in 1788 and discuss the implications for construction
- visit sites to view and compare the foundational remains of structures built in the 19th century
- interpret weathered and deteriorated archaeological features, such as fireplaces, stairs and cesspits

Concepts and Skills

Historical Concepts:

Causation

Students will:

- discuss links between the arrival of the First Fleet and changes in Gadigal lifestyles
- relate Sydney’s early social and physical development patterns to the topography of The Rocks
- distinguish between coincidence, causation and correlation, using examples from post-contact history
- explain why the number and type of artefacts found at The Big Dig and Dawes Point sites differed so significantly
- link our ability to predict future events and understand our world to archaeological evidence, for example health responses to highly contagious diseases
- recognise links between cause and effect are multiplex and intricate, requiring careful investigation
- appreciate cause and effect chains have differing chronologies and are affected by their time period in history and where they occur geographically

Continuity and change

Students will:

- place the lifespan of European settlement in the context of the number of years the Gadigal people have lived around the harbour
- become aware of how local attitudes to the importance of preserving the past changed as the 20th century progressed
- sequence events occurring in Sydney and globally during the 18th and 19th centuries
- assess how changing conditions in the colony affected the fortunes of George Cribb
- interpret archaeological evidence to form ideas on the scope and range of change across technological, medical and social spheres in the 19th century
- study artefacts and official records to explain changing patterns of employment in the colony

Program Activities

- relate changes in archaeological evidence from the 1800s to social, economic and technological changes occurring globally and in the colony
- see The Rocks through the eyes of the people who lived, worked, raised families and often died here
- undertake an in-depth study of the colourful life of one resident of The Rocks, George Cribb
- appreciate the size and scale of the tightly packed Rocks' community
- identify physical features of The Rocks' community, including narrow thoroughfares and terrace houses
- recognise that excavating a site contributes to its destruction
- gain insight into methods of preserving public access to archaeological sites whilst recognising the economic benefits flowing from development

3. Artefact Analysis

Students will:

- forward ideas about the primary and secondary sorting criteria archaeologists use in artefact analysis
- sort artefact fragments into categories based on the materials from which they are made
- observe, and participate in, a modelled example of artefact analysis
- handle and closely examine a wide range of artefacts excavated from The Big Dig and other sites in Sydney
- use carefully selected information provided by the Education Guide to fill in gaps and manipulate their ideas to gain a more complete picture of each artefact
- make informed decisions about how artefacts were used and who owned them
- sketch artefacts, recording important details
- recognise distinctive features of artefacts that help identify the process and date of manufacture, for example seam lines in glass bottles
- develop logical and reasoned arguments about the consumer decisions made by The Rocks' residents
- have their curiosity and imagination stimulated to find out more about the people who bought and used these artefacts
- relate the range and style of products available to the values, attitudes and fashion choices common in the 1800s
- make connections between unfamiliar artefacts and products used for similar purposes today
- work collaboratively in teams to discuss findings and draw group conclusions
- study changes in the type and style of products available, and the production methods used in their manufacture, in the colony in its first 120 years
- assess the impact of the Industrial Revolution, improved transportation and high immigration levels on the range of artefacts uncovered
- trace changing container styles to changes in business practices, for example the beginning of branding and advertising
- understand the need for safe and careful handling of historical artefacts and put this into practice

Concepts and Skills

Perspectives

Students will:

- see the past through the eyes of the people who lived it by being immersed in their time, place and identity at The Big Dig site
- employ multiple perspectives, including that of women, convicts and free settlers, to reconstruct 19th century life in The Rocks
- reassess their own personal values and beliefs by forming close emotional connections with people from long ago whose belongings they are handling

Significance

Students will:

- use primary source material to assess the influence of national and global events on changing ways of life in The Rocks
- link artefacts to significant events in the 19th century, for example flat metal pans to the Gold Rushes
- understand the importance of "things left behind" and the role they play in reconstructing the past
- consider the question "Why is studying the past important?" through the example of The Big Dig site

Contestability

Students will:

- use James Taylor's 1820 painting of The Rocks and Sydney Harbour to examine the concept of bias, both intentional and unintentional
- value the importance of keeping records and preserving the context of archaeological finds
- look at a range of sources relevant to The Big Dig site to understand why historical debate exists over the past standard of living in The Rocks
- investigate how evidence from The Big Dig excavation in 1994 challenged existing interpretations of post-contact history
- understand the importance of basing inferences on careful observation and research
- recognise their own interpretations of the past may be contested

Historical Skills:

Analysis and Use of Sources

Students will:

- place the lives of The Big Dig residents in the context of life at the time by synthesising information from archaeology, public documents and oral history
- examine artefacts to make informed judgements about the everyday lives of the people who used them
- interpret foundational remains to work out what people's houses were like
- use remnants of buildings and relative dating of artefacts to trace the changing pattern of land use in The Rocks, for example from an animal slaughter yard to terrace housing
- compare written and archaeological sources to determine if they tell the same story about The Rocks
- identify the strengths and limitations of archaeology as an historical source

Program Activities

- complete an artefact analysis worksheet for up to four artefacts, asking the same questions archaeologists consider when studying artefacts
- review dating techniques used in archaeology, including relative and absolute dating
- choose a team presenter to share the groups' thoughts about a chosen artefact
- select relevant information when reporting on a chosen artefact to the class

4. Dawes Point Tour

Students will:

- view the sites and interpretative displays of our first observatory, the Dawes Point Officers' quarters and the Greenway guardhouse
- enjoy exclusive access to the Dawes Point powder magazine, a rare example of a complete surviving structure from the 1850s
- look for and interpret features of the powder magazine, especially in relation to the need to store gunpowder safely
- reconstruct, using evidence and constructive imagination, the working lives of military personnel in Sydney in the 1800s
- compare the archaeological methodologies, discoveries and site preservation choices made at Dawes Point and The Big Dig
- scale cannons to examine how they were loaded and fired
- learn about the 1995 dig at Dawes Point and particularly the role of test trenching

5. The Rocks Discovery Museum

Students will:

- walk on cobblestones from the 1880's to enter the museum, housed in three joined sandstone buildings from the 1840s and 1850s
- visit Warrane, the museum's exhibition room devoted to the knowledge, culture and traditions of The Gadigal people
- participate in roleplays to reconstruct the colourful life of George Cribb
- view artefacts found in George Cribb's well, arranged stratigraphically
- be touched by the joys and misfortunes of a wide variety of characters who resided in The Rocks
- appreciate the variety of nationalities, religions and occupations in The Rocks in the 19th century
- ask any final questions of the Education Guide about any aspect of the excursion

Concepts and Skills

Historical Interpretation

Students will:

- examine changing historical interpretations of the character of The Rocks, particularly in response to new evidence from The Big Dig in 1994
- develop impartial decision-making skills by comparing multiple historical interpretations of The Rocks
- form opinions as to which historical interpretations have validity and reliability

Historical Investigation and Research

Students will:

- conduct on-site research about life in The Rocks in the 1800s
- use archaeological evidence to piece together details about the lives of people living in The Rocks and the diverse community to which they belonged
- appreciate the importance of context to the meaningful interpretation of data
- show the distinction between observations (what we see) and inferences (what we theorise)
- understand the difficulty in gaining certainty about many aspects of the past
- recognise the ethical issues involved in excavating, conserving and interpreting a site for the public, comparing standards applied at The Big Dig to other modern and ancient excavations

Explanation and Communication

Students will:

- select relevant information and use precise language to complete an artefact analysis worksheet
- give a presentation to their peers explaining the process they have followed to determine an artefact's features, use and probable owners
- work collaboratively in teams to resolve personal differences of historical opinion
- ask, and respond to, questions and participate in discussions in a safe and supportive environment



Multi-Curricula Links

The Groundwork Extended program makes valuable contributions to syllabus outcomes in complementary Stage 6 subjects by encouraging the development of thinking skills that are relevant in all disciplines, enabling students to apply knowledge effectively. These skills include evaluating, analysing and synthesising. The program's practical focus encourages students to be critical and creative learners, solve problems, work with others and communicate clearly.

Modern History

The archaeology of The Big Dig unearths the story of communities living in the 'modern' world of the nineteenth century, meeting the challenges of war, industrialisation and disease. The Groundwork Extended program emphasises source-based investigation and reconstruction of the past, helping all students of history think critically about what has gone before and how that may shape the future. The skills, values and attitudes in the Modern History syllabus closely mirror those in Ancient History, and both have a focus on the process of historical enquiry. The practical, hands-on activities in the Groundwork Extended program supports students to develop reasoned arguments based on evidence and encourages them to question historical authentication and reliability. Touching things that people from two hundred years ago used every day inspires wonder and stirs emotions in all students of history. Being on-site at an authentic, archaeological dig allows students to see the relevance of the past to their own lives.



Sorting artefact fragments

English – Standard and Advanced

Working with others and communicating thoughts, ideas and theories are integral features of the Groundwork Extended program. The inclusion of predominantly participatory and action-based activities contributes to learning in English through encouraging and modelling critical, creative and interpretative thinking and their expression in both written and oral forms. In particular, the use of technical vocabulary to make meaning for a specific purpose and audience demonstrates the power and diversity of language, whilst the study of artefacts gives experience in weighing evidence and justifying conclusions. Students must convey their own thoughts, and listen to the ideas of others, during artefact analysis and when presenting their findings to their peers, teacher and guide.

Geography

The geographical concepts of space, environment, interconnection and change are central to the Groundwork Extended program and are particularly relevant to learning in the Urban Places section of the Geography syllabus. Students will explore The Rocks as a distinct and unique place, both physically and socially. The excursion emphasises hands-on activities requiring analytical and communication skills. It includes discussion of the difficulties inhabitants of The Rocks faced every day, especially in relation to sanitation, water supply and housing, and the extent to which these were related to the geography of the area.

Schedule for The Day

Please arrive at The Big Dig Archaeological Education Centre by 9:20am to allow time for students to meet their guide and store their bags.

A bus drop-off and pick-up is on Cumberland Street in front of the Sydney Harbour YHA. The program concludes at 2:15pm, but please note it does so at The Rocks Discovery Museum rather than The Big Dig. The museum is a 10-minute walk from The Big Dig. Please refer to the map of The Rocks at the end of this document.

An uncovered, outside area near the Education Centre is available for your students to enjoy recess or lunch if they have food with them. If students prefer to buy lunch, there are convenience stores in Argyle and George Streets and an outdoor food court in Playfair Street. Please ask the guides for more information and directions on the day.

Male, female and disabled bathroom facilities are available in the Education Centre.

Program Activities

Time	Component	Location	Timing
9:30am	Meet the Archaeologist	The Big Dig Education Centre	45 mins
10:15am	The Big Dig Tour	The Big Dig Archaeological site	45 mins
11:00am	Bathroom/Drink Break	The Big Dig Education Centre	15 mins
11:15am	Artefact Analysis	The Big Dig Education Centre	45 mins
12:00pm	Lunch Break	Dawes Point Map Ref 4	45 mins
	Walk to meet Guide	Meet at entrance on George St at 12:45pm	
12:45pm	Dawes Point Tour, Powder Magazine	Dawes Point Archaeological site	45 mins
1.30pm-2:15pm	The Rocks Discovery Museum	The Rocks Discovery Museum, Kendall Lane	45 mins

If more than one group is attending, program activities will happen in a different order for each group.

Your Education Guide for the day will ask you to complete a short evaluation form of the program to help with our continuous improvement.

Groundwork Extended Worksheet: Artefact Analysis

This worksheet, accompanied by trays containing up to eight authentic artefacts found in The Rocks, will be given to students to complete, either in teams, with partners or individually.

Groundwork Extended worksheet: Artefact Analysis

Name: _____

	Artefact 1	Artefact 2	Sketch: Artefact 1
What is it made from? For example, wood, metal, stone, ceramic, bone, shell.			
Is it complete? Is it broken, snapped, cut or worn away?			
Does it have any markings? For example, patterns, decoration, symbols, writing, cuts, scratches?			
How as it made? By hand or machine? Locally or imported?			
What do you think it is? How was it used?			
Can you think of other ways it may have been used?			Sketch: Artefact 2
Estimate when you think it was made			
Where do you think it was found?			
Who do you think may have used or owned it?			



Small powder magazine under restoration, Dawes Point Battery 2001

Pre and Post Excursion Activity Suggestions

Pre-excursion activities

- Watch the video “Archaeology at The Big Dig: Below Sydney Harbour YHA” (31:24mins) at thebigdig.com.au/education/documentary
- Monitor contemporary news stories over a week. Are any related to archaeology?
- Familiarise students with the field of Urban Archaeology, perhaps using London’s Big Dig as an example. www.nationalgeographic.com/magazine/2016/02/artifacts-found-under-london-archaeology

Post-excursion activities

- Use the Artefact Recording sheet in this resource pack to analyse a modern artefact found in the classroom.
- Research and review the building of the Sydney Harbour Bridge. To what extent was archaeology considered in its planning and construction?
- Read the story of artefacts found during the building of Sydney’s new light rail at: www.abc.net.au/news/2019-12-13/light-rail-artefacts-unearthed-during-construction/11797598

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Websites

Information about The Rocks	www.therocks.com
The Rocks Discovery Museum	www.therocks.com/shop/the-rocks-discovery-museum
City of Sydney Council	www.cityofsydney.nsw.gov.au
Information on Aboriginal Sydney	www.sydneybarani.com.au
National Library of Australia	www.nla.gov.au
NSW Heritage Office	www.heritage.nsw.gov.au
NSW Government (homepage)	www.nsw.gov.au
State Library of NSW	www.sl.nsw.gov.au
State Records Office	www.records.nsw.gov.au
Property NSW	www.dpie.nsw.gov.au/housing-and-property/place-management-nsw/the-rocks
Teaching Heritage	www.teachingheritage.nsw.edu.au
Sydney Learning Adventures	www.sydneylearningadventures.com
Australian Curriculum	www.australiancurriculum.edu.au
NSW Education Standards Authority	www.educationstandards.nsw.edu.au
Cumberland Street Dig Site	www.shfa.nsw.gov.au/sydney-About_us-Heritage_role-Heritage_and_Conservation_register.htm%26objectid%3d159

Map of The Rocks

Meeting point:

The Big Dig Education Centre, 110 Cumberland Street, The Rocks NSW 2000



- 1 The Big Dig Archaeology Education Centre (start of program meeting point)
- 2 Dawes Point (after lunch meeting point of program)
- 3 The Rocks Discovery Museum (finishing point of program)

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

Entry is free

Booking essential for self-guided tours

Recommended time allowance for self-guided tours:

30 min for Stages 1 - 3, 45 min for Stages 4 - 6

Contact details:

(02) 9240 8680, therocksdiscoverymuseum@property.nsw.gov.au

Sydney Harbour YHA

Address:

110 Cumberland Street, The Rocks NSW 2000

Contact details:

(02) 8272 0900, sydneyharbour@yha.com.au

Website:

www.yha.com.au/hostels/nsw/sydney-surrounds/sydney-harbour/

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