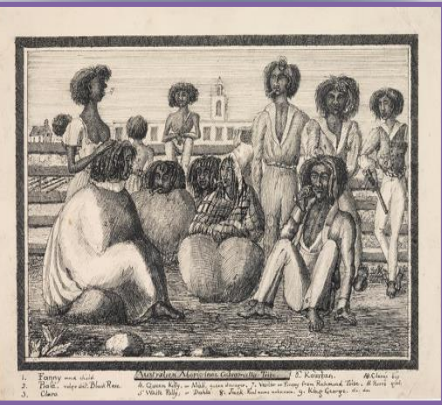




**Urban  
Growth**  
NSW

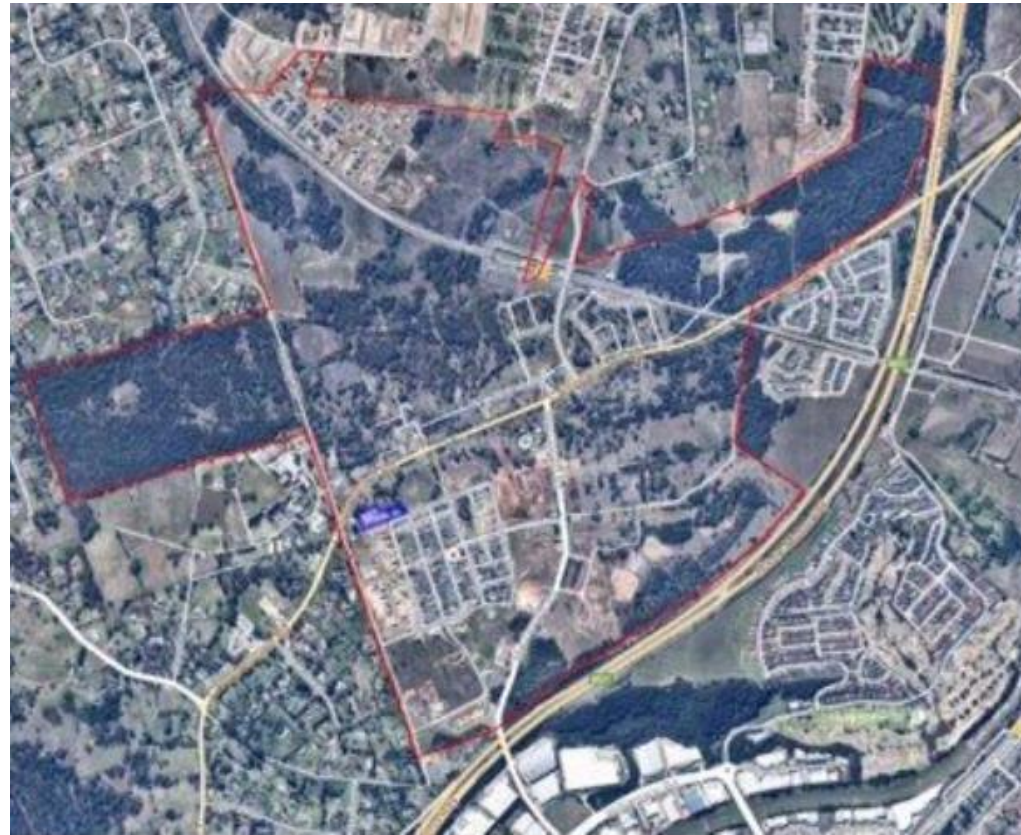
# Edmondson Park Education Program

PRESENTER: Sharyn Lindtner  
URBANGROWTH NSW



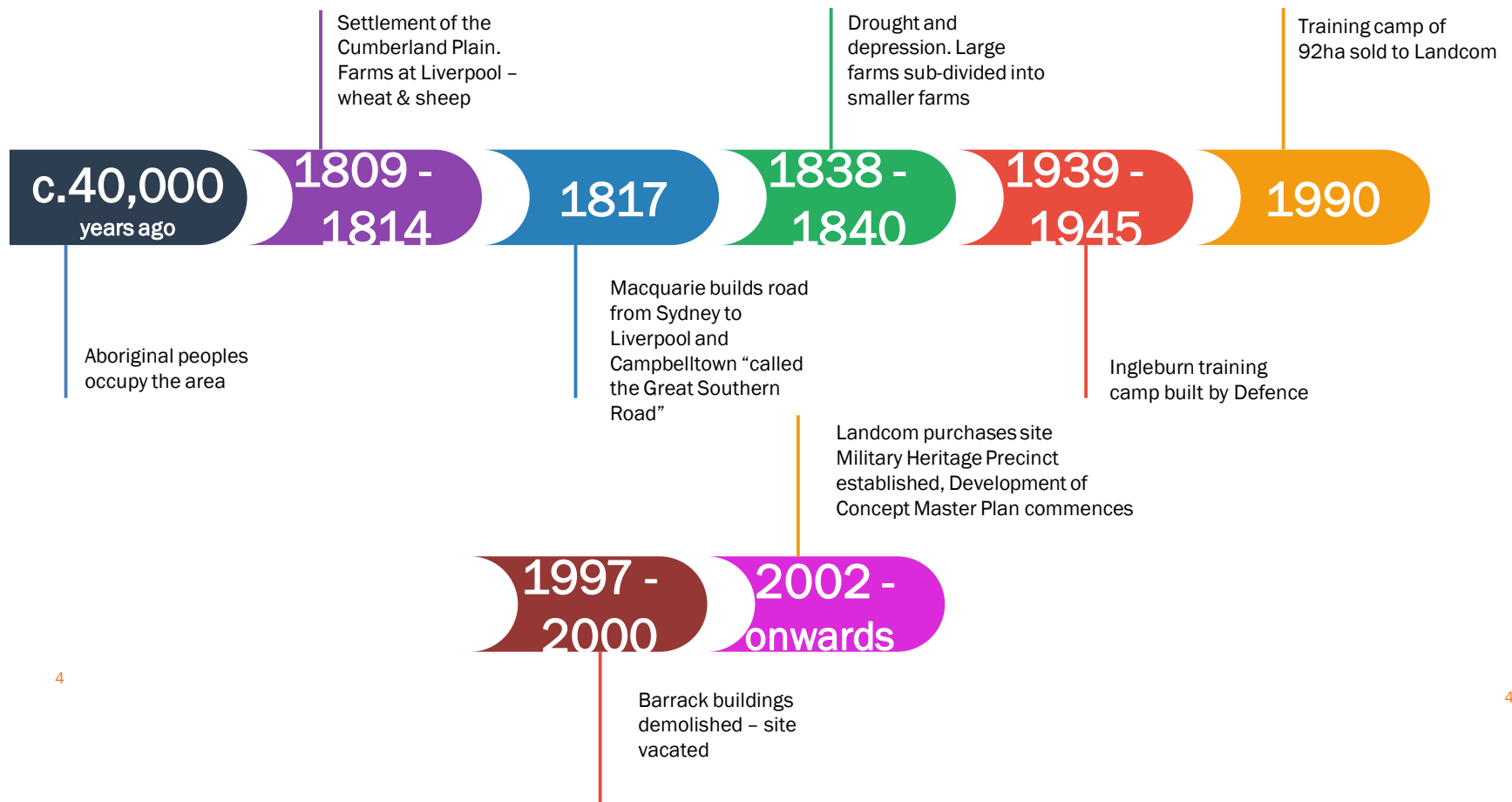
# Edmondson Park – The Project

- A new suburb 40km SW Sydney's CBD
- Part of SW Priority Growth Centre
- Former Defence Site
- Ingleburn Army Training Camp
- Purchase in 1990 & 2011 by Landcom
- Our area 410ha.
- Located over two LGA's Campbelltown & Liverpool.





# Time Line of the Local Area



# South West Sydney Priority Area – Precinct status map 2014

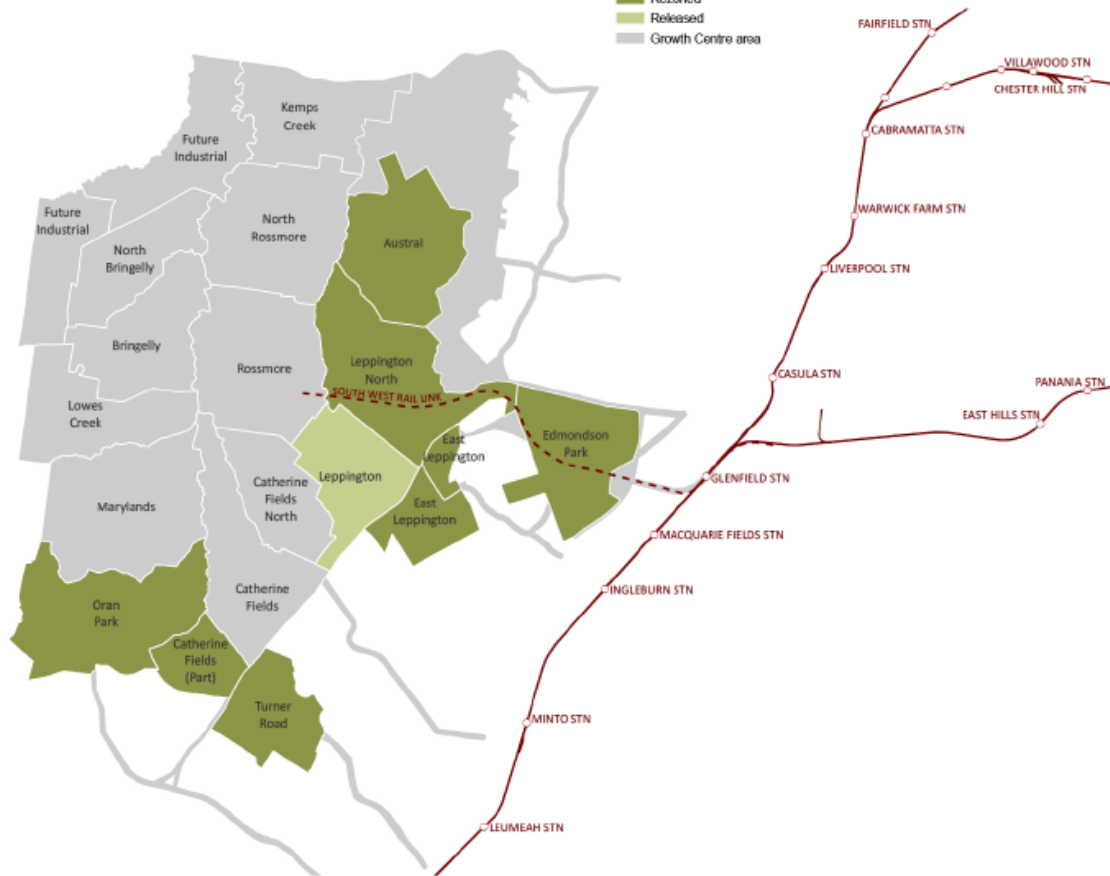
South West Growth Centre Precinct Planning August 2014

For information purposes only



### Status

- Rezoned
- Released
- Growth Centre area



Source: [http://growthcentres.planning.nsw.gov.au/Portals/0/docs/Growth%20Centres%20maps/A3\\_SW\\_Precinct\\_Status\\_Map\\_August%202014.pdf](http://growthcentres.planning.nsw.gov.au/Portals/0/docs/Growth%20Centres%20maps/A3_SW_Precinct_Status_Map_August%202014.pdf)

# Development Process



## Development Pathway

Applicable to each project stage



Contingency for early stages: High risk items ~25%/Low risk items ~15%

Contingency for delivery stages: High risk items ~15%/Low risk items ~10%



CIRCA 2000

2010

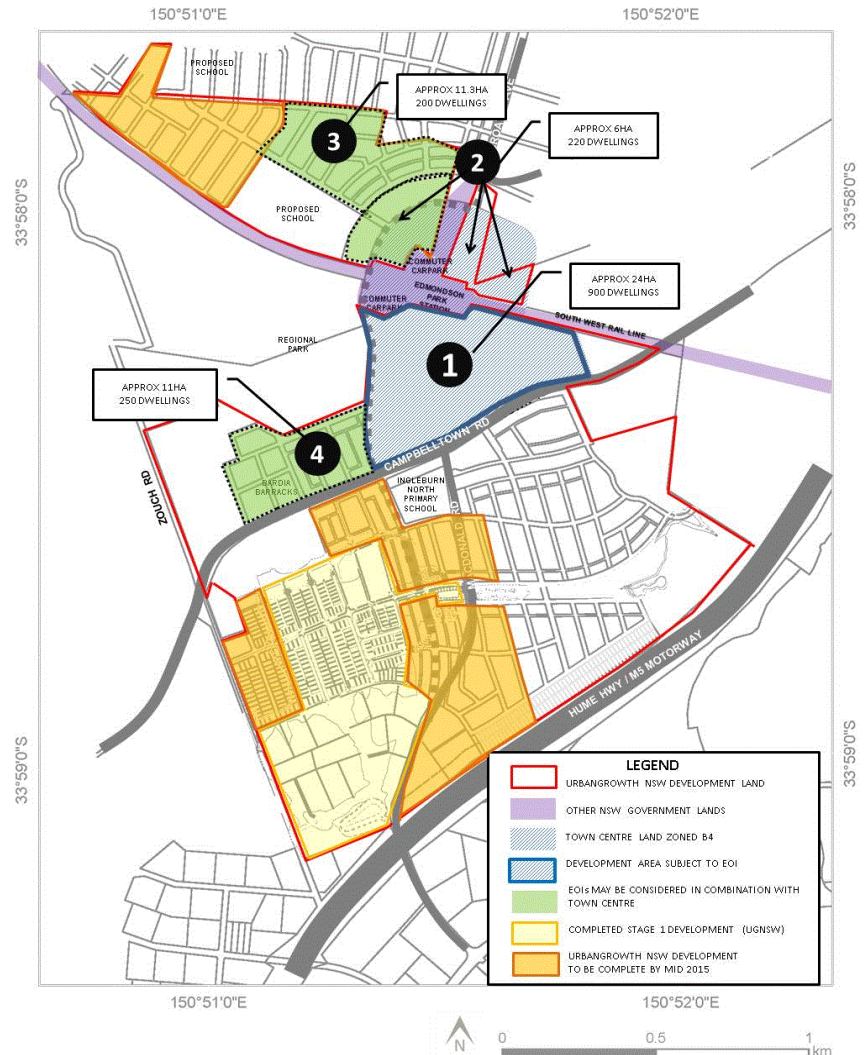
2014

2017



# The Concept – Edmondson Park

- Concept MasterPlan EPA Part 3A
- Planned as a TOD
- New train node
- Homes for 25,000+ people
- 150 ha Regional Park
- New Town Centre 45,000m<sup>2</sup>
- Hierarchy of parks
- Schools & Kindergarten



# Masterplan





# Placemaking & Community

## Is a house enough?

- What makes an area liveable?
- What makes a community?

- The value of green space
- Activation
- Relationships – Diversity – Resilience






**Urban  
Growth**  
NSW

**Video Segment**  
*The Edmondson Park Story*


Timing - 4:30

# The Edmondson Park – Education Program




**Edmondson Park Education Programme**

**Primary Teacher Resource**


### Primary Subject Coverage

	The Past in the Present	Getting around – now and then	Who lived here first and how do we know?	How was our community changed?	Commemoration
Suggested range	Y1-4	Y1-4	Y2-4	Y3-5	Y3-5
Geographical enquiry		•	•	•	
ICT					•
Global dimension	•	•	•	•	•
Sustainability and citizenship	•	•	•	•	•
Fieldwork		•	•		
Map work		•	•	•	
English	•	•	•	•	•
Mathematics		•	•		
Science				•	
Creative arts	•		•	•	
History	•	•	•	•	•
Design and technology		•		•	•



**Edmondson Park Education Programme**

**Secondary Teacher Resource**




### Secondary Subject Coverage

STAGE 5	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5	LESSON 6	LESSON 7	LESSON 8
	Edmondson Park: Environmental Change	European settlement	Changing environment and struggle for country	The Australian Arriv al	Ingolium			
Suggested range	Y7-9	Y7-9	Y8-10	Y8-10				
Geographical enquiry		•	•	•				
ICT				•	•			
Global dimension	•	•	•	•	•			
Sustainability and citizenship	•	•	•	•	•			
Fieldwork		•	•					
Map work		•	•	•				
English	•	•	•	•	•			
Mathematics		•	•					
Science					•			
Creative arts	•		•	•				
History	•	•	•	•	•			
Design and technology		•		•	•			



# Significance of Edmondson Park

- Has an Australian Story
- Historical layers Indigenous Colonial Military &
- Urban expansion
- Changes to the historical, physical, cultural and economic landscape of the area
- Rich site for students to research and invest the past, present and future of the locality



# Edmondson Park Education Program

## Primary & Secondary Lesson Booklets



### Edmondson Park Education Programme

#### Primary Teacher Resource

#### Quick guide to lesson resources

##### Stage 1

**Lesson 1: The Past in the Present**  
**Activity sheets**

- Our place – Where is it and what does it look like?
- Native animal stands

**Lesson 2: Getting around – now and then**  
**Activity sheets**

- Transport bingo
- Old and new forms of transport
- Mapping the South West Rail Link

##### Stage 2

**Lesson 3: Who lived here first and how do we know?**  
**Activity sheets**

- Summary of a Drowning story
- Aboriginal words in English
- First contact – observation skills
- How do we know about the Aboriginal people who were here in 1788?

**Lesson 2: How has our community changed?**  
**Activity sheets**

- Differing perspectives on events in early contact
- Information report scaffold
- Problem solving – saving the endangered koala-

**Lesson 3: Commemoration**  
**Activity sheets**

- My birthday
- Barda Baracks – Then and now
- Research commemorations and celebrations

##### Stage 3

**Lesson 1: How did colonial settlement change the local area? How do we know?**

**Lesson 2: Who and what were the significant people and events of the Edmondson Park area?**

**Lesson 3: Making the Locality - why is our suburb named Edmondson Park?**

**Lesson 4: Making the Locality - site study: Inglebarn Heritage Precinct**

**Lesson 5: How has the local area changed in recent times? Why has it changed? Or 'Our local area: Edmondson Park'**

**Lesson 6: Planning Edmondson Park**

### Edmondson Park Education Programme

#### Secondary Teacher Resource

#### Quick guide to lesson resources

##### Stage 5

**Lesson 1: Edmondson Park: Environmental Change**  
**Activity sheets**

- Describe the location of Edmondson Park
- Identify characteristics of Edmondson Park as it is today
- Changing environment and place
- Reflect on your learning (possible homework)

**Lesson 2: European settlement**  
**Activity sheets**

- Researching heritage – Edmondson Park and its surrounds
- Edmondson Park's colonial past – source study
- Subdivisions – then and now

**Lesson 3: Changing environment and struggle for country**  
**Activity sheets**

- Aboriginal heritage in South West Sydney: the Cubbicharra National Estate Area
- Traditional life and activities on the South West Cumberland Plain
- Environment change, effect and consequences
- Frontier conflict events leading to the Aspen Messaeca

**Lesson 4: The Australian Army at Inglebarn**  
**Activity sheets**

- Army arrives
- Theories of war
- John Hunt Edmondson
- Women's service: Inglebarn Army Camp
- Historical significance and legacy: Inglebarn Military Heritage Precinct and Mont St Quentin Oval

**Lesson 5: Post-war migration and the changing face of South West Sydney and Edmondson Park**  
**Activity sheets**

- How and why communities change
- The migrant experience

**Lesson 6: The urbanisation of Edmondson Park**

**Lesson 7: Edmondson Park South – Urban planning, continuity and change**

**Lesson 8: Australia's urban future: Liveable, sustainable communities**

#### Stage 2 Lesson 2: How has our community changed?

**Syllabus links**

<b>History Stage 2</b> Community and remembrance	<b>Geography Stage 2</b> Places are similar and different
---	--

**Target outcomes**

**History**

A student:

- describes and explains how significant individuals, groups and events contributed to changes in the local community over time HT2.2
- applies skills of historical inquiry and communication HT2.5

**Key inquiry questions**

**History**

- How has our community changed? What features have been lost and what features have been retained?
- What is the nature of the contribution made by different groups and individuals in the community?

**Geography**

- How does the environment support the lives of people and other living things?

**Key concepts**

<b>Historical concepts</b>	<b>Geographical concepts</b>
• Continuity and change	• Environment
• Perspectives	• Native and introduced animals

**Lesson focus:**

In this lesson students will investigate changes to the local area over time and how changes in the population have resulted in changes to the environment. They will explore the different groups and individuals within the community who have contributed to change.

**Learning across the curriculum links:**

- Aboriginal and Torres Strait Islander histories and cultures
- Sustainability

**Requirements for this lesson:**

Interactive whiteboard and internet connection.  
 Printed copies of Activity sheets 1, 2 and 3.

**Background information for teachers:**

See Background information for teachers provided for Stage 1 Lesson 1: The past in the present.

More detailed information on the impact of contact in the South West Sydney region, see the article 'Before Camden, Settlement and Conflict', Camden Library: Local Studies <http://changeland.com.au/category/aboriginal-history/>

#### Activity Sheet 3: Problem solving – saving the endangered koala

What is the problem? (Define)

What has caused the problem? (Identify/ Research)

What are possible solutions to the problem? (Brainstorm a range)

What would be the consequences for each of these solutions? (Evaluate the pros and cons of each solution)

What is the best solution to the problem?

Figure 3. The Koala lives in tall eucalypt forests and woodlands across eastern NSW

#### Lesson 3: Changing environment and struggle for country

**Inquiry questions**

- How did colonial settlement affect the Indigenous peoples of Sydney's South West and their environment?
- What were the responses of Indigenous people to the arrival of European settlers and the changes to country that followed?

**Lesson focus:**

This lesson focuses on the expansion of settlement in Sydney's South West and the effect on local Indigenous people. Students trace the expansion of European settlement, and describe its impact on the landscape and patterns of settlement. Students use a range of sources to describe contact experiences between European settlers and Indigenous people, and explore divergent cultural views about land and the environment.

**Link to Syllabus topic**

Depth Study 2: Australia and Asia: Topic 2a: Making a nation

**Syllabus outcomes:**

HTS-1 explains and assesses the historical forces and events that shaped the modern world and Australia

HTS-4 explains and analyses the causes and effects of developments in the modern world and Australia

HTS-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia

**Historical inquiry skills**

Analysis and use of sources (ACH-HS12.0, ACH-HS18) perspectives and interpretation (ACH-HS12.1, 19f), empathetic understanding (ACH-HS12.173, 190) research (plan historical research to suit the purpose of an investigation)

**Core concepts**

Perspectives, cause and effect, change and continuity, empathetic understanding, significance

**Learning across the curriculum**

Aboriginal and Torres Strait Islander histories and cultures, sustainability, ethical understanding, intercultural understanding, difference and diversity

**Lesson requirements**

Computer and internet connection  
 Activity Sheets 1, 2 and 3

**Note:**

There is variation in the spelling of the names of Aboriginal linguistic groups and individuals.

- The territorial boundaries of Aboriginal people in the South West were not rigid. Linguistic groups traversed large tracts of country, and gathered together for ceremonial and other purposes.
- Edmondson Park lies in Durrumbidgee country. Archaeological distribution across the precinct is widespread with 28 locations containing material. Most sites/artefacts have been uncovered at ground surface along creeklines and on surrounding flats.

#### Lesson 3: Changing environment and struggle for country

**SOURCE 2:**

Cumberland Plain Woodland vegetation, NSW Government Office of Environment and Heritage – <http://www.environment.nsw.gov.au/ThreatenedSpeciesApp/profile.aspx?i=10191>

**Part B. Connection with country**

**SOURCE 3:**

Aborigines using fire to hunt kangaroos, Joseph Lovell BERT, Drawing of Aborigines and scenery, New South Wales c.1820, National Library of Australia



# Images from the program







**Urban  
Growth**  
NSW

## Collaborative Learning Team:

Nicole Campbell, Manager Collaborative Learning

P: 02 9391 2955

E: [ncampbell@urbangrowth.nsw.gov.au](mailto:ncampbell@urbangrowth.nsw.gov.au)

Belinda Thompson, Schools and TAFE Program Manager

P: 02 9391 2976

E: [bthompson@urbangrowth.nsw.gov.au](mailto:bthompson@urbangrowth.nsw.gov.au)

Jake Nicol, University Relations Officer

P: 02 9841 8708

E: [jnicol@urbangrowth.nsw.gov.au](mailto:jnicol@urbangrowth.nsw.gov.au)