



Australian Government

Department of Infrastructure, Regional Development and Cities



WESTERN SYDNEY AIRPORT EDUCATION PROGRAM

Stage 3 Lesson 1: Badgerys Creek's past

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Front cover image:
House at Badgerys Creek

Department of Infrastructure,
Regional Development and Cities

LESSON 1: BADGERYS CREEK'S PAST

Inquiry questions

History	Who has lived in Badgerys Creek in the past? How do we know?
Geography	How do environments and people influence one another?

Lesson focus

This lesson orients students to Badgerys Creek as a unique place environmentally and historically. Students investigate how various groups and individuals, including Aboriginal people, have shaped the area over time. This lesson provides an overview or series of snapshots of Badgerys Creek and Western Sydney's Indigenous past and colonial settlement.

Stage 3 syllabus topics

 History K–10 Syllabus	The Australian colonies; Australia as a nation
 Geography K–10 Syllabus	Factors that shape places

Syllabus outcomes

HT3-2 describes and explains different experiences of people living in Australia over time

H3-3 identifies change and continuity and describes the causes and effects of change on Australian society

GE3-1 describes the diverse features and characteristics of places and environments

GE3-2 explains interactions and connections between people, places and environments

Syllabus concepts

Place, space, change and continuity, significance

Learning across the curriculum links

Aboriginal histories and cultures

Sustainability

Lesson requirements

Interactive whiteboard and internet connection

Activity Sheet 1 What the environment provided

Activity Sheet 2 Sale of land on the Luddenham Estate

Activity Sheet 3 Biographical research

Suggested resources

Resource 1 Map of natural features of the Badgerys Creek area

Resource 2 Written accounts of Aboriginal life

Resource 3 South Creek, near Liverpool by S.T. Gill

Resource 4 Pictorial accounts of Aboriginal life by Joseph Lycett

Resource 5 Types of stone tools

Resource 6 Stone tools found at Badgerys Creek

Resource 7 Map of settlements in New South Wales, 1817

Resource 8 Map of early land grants at Bringelly-Badgerys Creek

Resource 9 Subdivision plan for the Luddenham Estate

Resource 10 Badgerys Creek Village



Many homes of local settlers to Badgerys Creek were built of wattle and daub like this structure at Luddenham.

Source: Penrith City Library



Elizabeth Badgery, wife of James Badgery. James received a land grant in 1806 along South Creek and established Exeter Farm.

Source: Liverpool City Library

BACKGROUND INFORMATION FOR TEACHERS

The Darug living sustainably: 'Take some, leave some'

The Badgerys Creek area lies within the Cumberland Plain, a broad and shallow plain that extends from Parramatta in the east to the Hawkesbury-Nepean River in the west and from Windsor in the north to Thirlmere in the south. The Cumberland Plain was home to the Darug Aboriginal people who took care of their country through sustainable management practices. They lived in small communities, moving from place to place within their country according to the seasons. This, together with laws based on the 'take some, leave some' principle, ensured that no place was overused and that plant and animal life could continue to thrive to sustain future generations.

Living from the land: Connections between people and environment

Aboriginal people found everything they needed from the environment and their use of fire actually shaped the environment. They used fire to generate new grass to attract animals such as wallabies and kangaroos. Over time, this created areas of grassland and open woodland. There were also areas of forest with vines and tall trees.

Reeds and vines were woven into dilly bags, baskets and nets. Trees provided bark for canoes and gunyahs; timber for spears, spear-throwers (woomeras), women's digging sticks and coolamons. Shale-type stones were flaked to make sharp tools for cutting and scraping. Some were attached to spears. Sandstones were used for grinding seeds and nuts into flour. Basalt river pebbles were edge-ground on sandstone to produce axes (mogos).

Biodiversity

The different vegetation communities provided a rich variety of land-based plant and animal life, and a network of marshes, lagoons, creeks and rivers provided fresh-water habitats for a range of fish, shellfish and water birds. The yams that grew near waterways were an important food source for the Darug, whose name means 'yam-eater'. From time to time, a number of Aboriginal groups gathered together for corroborees. At these gatherings important ceremonies were carried out, usually accompanied by singing, dancing and feasting. These were festive social occasions but were also an important part of the cultural and spiritual life of the Darug.



Map of Sydney Districts, the Cumberland Plain, 1824

Source: National Library of Australia

The settlers arrive

Once the British settlement had taken up the available farming land around Sydney and Parramatta, expeditions went out to search for more land. The availability of water and the rich alluvial soil along the creeks and rivers attracted settlers further into the Cumberland Plain. They did not acknowledge that the land already belonged to Aboriginal people, they simply took it. The government gave grants of land and convict labour to wealthier settlers in the hope that they would establish farms and grow crops and raise livestock to help feed the growing population of the colony.

Impact on the Darug

The establishment of farms forced the Darug off their land. They could no longer move freely across their country according to the seasons, visit their traditional campsites or access the full range of traditional food, especially along the waterways, which was the land most valued by the settlers. Violent clashes occurred as the Darug tried to resist the takeover of their land. The Darug population had already been impacted by introduced diseases to which they had no immunity; now their numbers were further reduced by violence from soldiers and settlers. Nevertheless, Darug people did survive and adapted to the new circumstances as a dispossessed minority in their own country. As more of their land was taken for farms, the Darug became increasingly dependent on the settlers for food, places to live and employment. Some Darug continued to live in family groups and worked on settler properties at Orchard Hills, Mulgoa and Badgerys Creek. Some lived independently and others married settlers and established families who still live in the area today.

Changes to the population and the environment

The colony expanded further into the Cumberland Plain. James Badgery was given a grant of 840 acres (340 hectares) at South Creek in 1809; Robert Lowe received 1000 acres (405 hectares) and a further 500 acres (202 hectares) a few years later; John Blaxland received 6710 acres (2715 hectares), which he called Luddenham; and D'Arcy Wentworth received 1200 acres (486 hectares). Smaller grants were also made, including one of 270 acres (109 hectares) to a woman, Sarah Howe. The settlers cleared the land to grow crops, mainly wheat in this area, or to graze cattle and sheep. They constructed a range of buildings to suit their circumstances. They built houses for their families (if they lived on the property) and huts for their convict workers, yards for their livestock, mainly sheep and cattle, and other buildings such as barns, silos, saw pits and fences. According to the 1825 census, there were 717 free settlers and 120 male convicts living in the Bringelly-Badgerys Creek area. At this time, Aboriginal people were not counted in the census but we know from the accounts of explorers and early settlers that Darug people continued to live in the area. By this time James Badgery had purchased an additional 1300 acres (526 hectares) and owned 450 head of cattle, more than 650 sheep and 16 horses, making him one of the wealthiest men in the district.

The shift from larger to smaller farms

The end of the transportation of convicts to Australia meant the end of free convict labour. A severe drought from 1838 to 1840 and the outbreak of a rust disease in the wheat meant the end of wheat growing in the area. Many of the original land grants were subdivided into smaller farms, which were offered for sale or lease. This attracted smaller scale farmers into the area who grew a range of crops and raised livestock. They also established orchards, vineyards, dairies, market gardens and poultry farms. They kept bees and felled, sawed and sold timber. The population gradually increased and by the late 1800s there were small rural villages at Luddenham, Badgerys Creek, Bringelly and Mulgoa. In Luddenham, a school was established in 1857 and a post office in 1872. In Badgerys Creek a post office opened in 1884, a butcher's shop in 1886 and a school in 1895.

LESSON STEPS

1

Review 'Who lived here first and how do we know?'

- Display the AIATSIS map of Aboriginal Australia, which can be found at <http://aiatsis.gov.au/explore/articles/aboriginal-australia-map>. Explain to students that this map shows the hundreds of different Aboriginal nations that existed when the British arrived in Australia. Many nations had their own language and customs.
- Explain to students that before the British came, Aboriginal people lived all over Australia, in all kinds of environments: on islands, along the coasts and rivers, in rainforests, woodlands, mountains, deserts and plains. Different groups developed different skills and built a unique body of knowledge based on their particular environment.
- Zoom in to show the language groups of NSW, then zoom in further onto the Western Sydney region and explain that this was Darug country. Remind students of some of the Darug words in Australian English: boomerang, cooee, corroboree, dingo, wallaby, wombat, yabbie, and some of the towns with names from the Darug language: Parramatta, Toongabbie and Mulgoa.

2

What was the Badgerys Creek area like when it was Darug land?

- Project and/or refer to **Resource 1** Natural features of the Bringelly-Badgerys Creek area and check for understanding of elements such as scale, distance, legend, creek, grassland, open woodland, forest, creek and lagoon.
- Ask students to look at the map with Aboriginal eyes and discuss what natural resources would have been available to the Darug people who had lived in this area for thousands of years. Explain that different Clans looked after different parts of Darug Country. The area shown in this map would have been only a part of a Clan's territory where they would have spent part of the year according to the seasons.
- Pose the question 'How do we know what the area would have been like in the past when there were no cameras?' Confirm or correct student responses. Explain that eyewitness accounts are important in helping us to understand what places were like in the past and fortunately we have some very good eyewitness accounts, both written and pictorial, for this area. There may also be stories passed on within Darug families.
- **Written accounts:** Read the information from early eyewitness accounts in **Resource 2**. Ask students what they learnt about the Darug from these accounts.
- **Pictorial accounts:** Students view **Resource 3** 'South Creek, near Liverpool'. Samuel Thomas Gill was an English artist who came as a free migrant to Australia in 1839. He is most famous for his paintings of life on the gold fields of Victoria, however he travelled extensively and painted the people and places that he saw. In the early 1860s he travelled across the Cumberland Plain and into the Blue Mountains. He painted several Darug people, including a family on South Creek near James Badgery's Exeter Farm. Ask students to look closely at the painting, the people and the landscape. What do they learn from it about the people and the environment?
- **Pictorial accounts:** Students view **Resource 4** Lycett paintings. Joseph Lycett was an English convict artist sent to Australia for forgery in 1814. Although his paintings are not specifically of the Badgerys Creek area, they provide valuable information about how Aboriginal people interacted with and shaped the environment. Students examine Colour Plates 1, 3, 5, 7, 9, 13, 15 and 17 of *The Lycett Album*. In groups, students report what they learn about Aboriginal life from each painting. Collate responses in a retrieval chart. Explain that Lycett painted the white clothing to protect the modesty of his viewers.

- **Archaeology:** Check for understanding that students know what archaeologists do, provide an explanation if required. Show students the map of Aboriginal sites in the Sydney basin from the Dictionary of Sydney: <https://dictionaryofsydney.org/media/4033>. Briefly explain the key, emphasising that the red dots represent archaeological sites, where objects (artefacts) have been uncovered. Ask students what Aboriginal artefacts they think archaeologists most commonly find? Ask why there are so many stone artefacts compared to other materials such as wood, bark, bone, shell or fur? Explain that it's because stone lasts longer and because stone was commonly available and used to make different types of tools.
- Use **Resource 5** Types of stone tools to explain the variety of stone tools used by Aboriginal people and discuss with students the range of uses of such tools. Ask students to predict where archaeologists would be most likely to find stone tools on **Resource 1** and to give reasons for their prediction.
- Refer to **Resource 6** showing a selection of stone artefacts found. Ask students to observe differences in the type of stone used and the shape and size of the artefacts. Ask students to discuss what these artefacts might have been used for.
- Students complete **Activity Sheet 1** What the environment provided by entering information they have gained from the written accounts, paintings and the archaeology.

3

Who were the first settlers?

- Explain to students that once the available farming land had been taken up around Sydney town and Parramatta, expeditions went out to search for land further away. Since 1788 the settler population had increased and there was pressure to find land suitable for farming to produce more food for the colony.
- Refer to **Resource 7** Map of the settlements in New South Wales, 1817. Students discuss how the roads marked on this map would have helped settlers move into new areas. What businesses might have been established along these roads? Go onto Google Maps and project the map of the Sydney basin onto the smartboard. Students identify similarities and differences between the main roads shown in 1806 and today.
- Ask students to look again at **Resource 1**, this time with settlers' eyes. What was there about the Badgerys Creek area that would have made it attractive to early settlers?
- Refer to **Resource 8** Map of early land grants. Pose questions to encourage student observation skills and critical thinking, for example:
 - Why do you think so many properties were along the creeks and river?
 - Which five people were granted the largest amounts of land?
 - Were all land grants given to men?
 - Would a single person be able to do the work required on farms this size?
- In 1811 Governor Macquarie inspected farms of the Bringelly-Badgerys Creek area and made the following remarks about two of the properties shown on the land grant map:

'Called first at Badgery's Farm close on the left bank of South Creek where I was much pleased to find a good Farm House built, a good Garden, and a considerable quantity of ground cleared.'

'Thence we proceeded to Mr. Blaxland's own farms, about 5 or 6 miles distant from the South Creek in a westerly direction. This is entirely as yet a grazing farm, with only a miserable hut for the stock keepers, and stock-yards for the cattle. The land in some parts is tolerably good, and is pretty well watered, but is better adapted to grazing than tillage.'

Students offer an explanation for the differences between the two properties. Note that Blaxland did not live on this property.

4

How did the settlers change the area?

- Briefly describe to students the nature of the larger farms with their emphasis on growing wheat and raising livestock. Ask students to identify the steps settlers would have to carry out to set up their farms, and to consider how this would have affected the environment. The census records that 717 free settlers and 120 male convicts were living in the Bringelly-Badgerys Creek area in 1825. Ask students to consider the impact of several hundred people moving into the area, eg would they have hunted native animals for food or sport?
- Ask students to consider how the establishment of farms would have affected the Darug people. What aspects of their traditional way of life would have been disrupted? Consider:
 - diet, including animals and plants, especially yams which grew and were cultivated along the creeks and river?
 - access to stone and timber for tools?
 - management practice of burning off to promote new growth of grasses?
 - seasonal movement from campsite to campsite?
 - opportunity to hold corroborees?
- Explain the attitude of the government and the settlers toward Aboriginal people, that their relationship with their Country was not acknowledged. Explain the impact of introduced diseases and soldier and settler violence on the Darug population. As more settlers took over the land, clearing the vegetation and planting their own crops, the Darug lost their traditional food supply. Some raided crops and took livestock. Settlers retaliated and both Darug and settlers were killed. The governor sent out punitive expeditions and soldiers killed more Darug. Also explain that those Darug who survived adapted to the new circumstances, even though many became dependent on the settlers for food, work and a place to live. Some Darug continued to live in family groups and worked on settler properties at Orchard Hills, Mulgoa and Badgerys Creek. Darug men Nurragingy and Colebee received land grants for 30 acres of land at Richmond Road and what is now Rooty Hill Road. This area later became known as Blacktown, where they lived with their extended families until the land was taken over by the Aboriginal Protection Board in the 1920s. Many Aboriginal people lived independently and others, such as Maria Lock, daughter of Yarramundi, married settlers and established families who still live in the area today.

5

The growth of villages

- Explain to students that some of the farms on the larger land grants were not very successful. The end of transportation meant the end of free convict labour so settlers had to pay wages for workers. A serious drought meant that crops failed and there wasn't enough grass for the livestock. A rust disease appeared, which meant an end to wheat growing in the area.
- Some of the owners of the larger land grants decided to subdivide them into smaller farms. This changed the pattern of land settlement. Students observe **Resource 9** Subdivision plan for the Luddenham Estate and complete **Activity Sheet 2**.
- Referring to **Resource 10** Badgerys Creek Village students discuss in groups what these sources suggest about the people and the village of Badgerys Creek at the end of the 19th and the beginning of the 20th century.
- Students research a person who lived in the Bringelly-Luddenham-Badgerys Creek area during the 1800s using the guidelines on **Activity Sheet 3**.



ACTIVITY SHEETS



ACTIVITY SHEET 2

SALE OF LAND ON THE LUDDENHAM ESTATE

Look closely at the advertisement for the sale of land on the Luddenham Estate.

1

What type of farming does the advertisement suggest is suitable for these smaller blocks of land?

2

Why do you think some blocks are more expensive than other blocks?

3

If all the blocks advertised for sale were bought by average size families for those times, of two adults and five children, how many new people would come into the area?

4

What facilities and services would these farming families require?



ACTIVITY SHEET 2

SALE OF LAND ON THE LUDDENHAM ESTATE

Look closely at the advertisement for the sale of land on the Luddenham Estate.

5

Research three forms of transport available in the 1880s for carrying people and farm produce. Provide a picture or drawing of each. One is mentioned and another one can be inferred from the advertisement.

a)

b)

c)



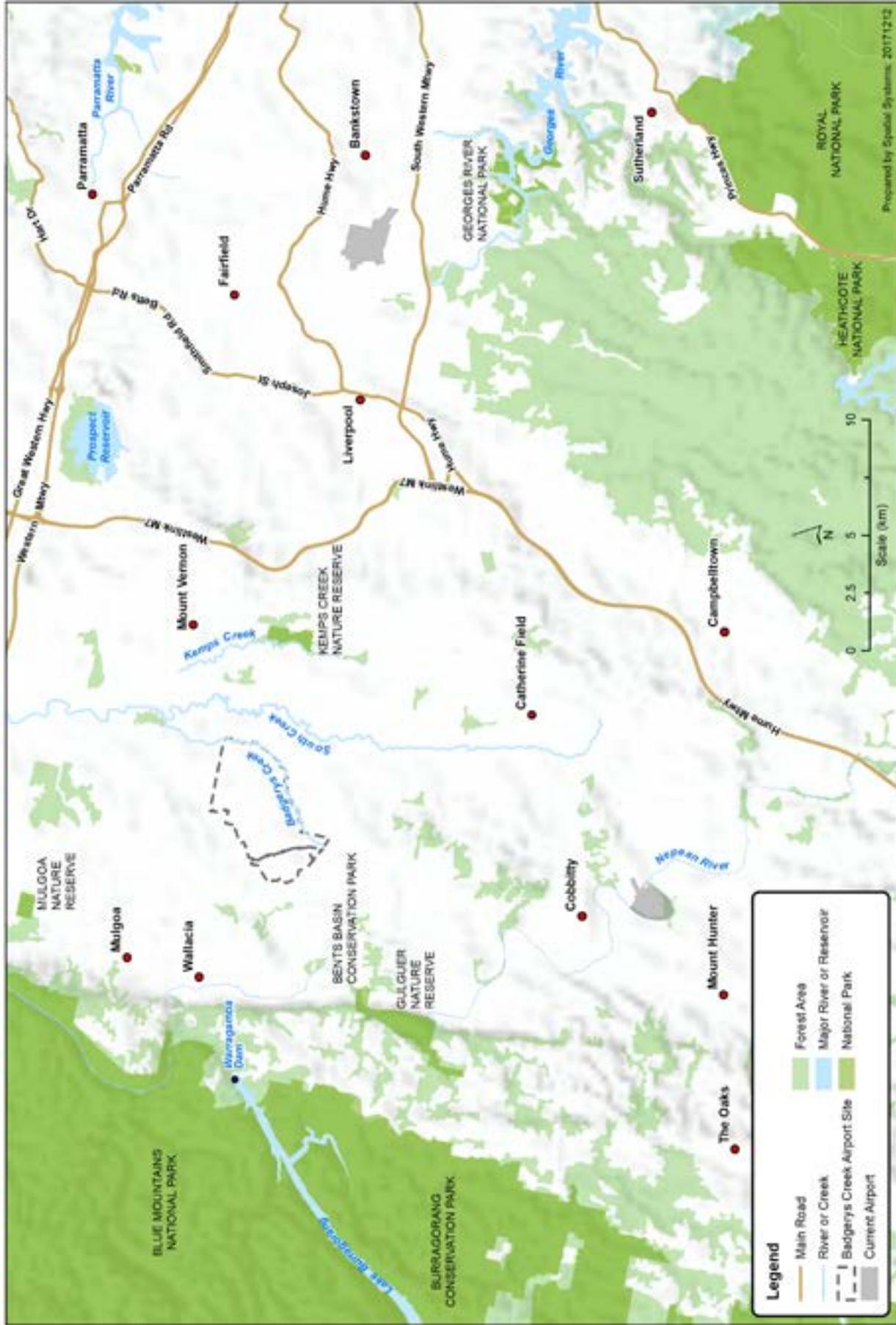
RESOURCES



RESOURCE 1

MAP OF NATURAL FEATURES OF THE BADGERYS CREEK AREA

NATURAL FEATURES OF BADGERYS CREEK AREA





RESOURCE 2

WRITTEN ACCOUNTS OF ABORIGINAL LIFE

George Caley was a botanist who explored the western Cumberland Plain in 1801. He recorded his observations in his journal. He described forest land of excellent quality; good open pastureland, not overrun with timber; the river, creeks and lagoons and emus, kangaroos and ducks. Caley saw that the Darug had recently burned areas of the grassland. He also described some of the Darug huts that were made from large sheets of bark folded in half to form a shelter large enough for a man and a woman to sit in.

David Collins was deputy judge advocate and lieutenant-governor who went on several expeditions in the early years of the colony. He described the main food sources of the inland Darug people which varied from season to season. Possums were the most common animal food. During the cooler months the Darug caught eels in the creeks, lagoons and freshwater swamps by placing hollow logs in the water and waiting for the eels to enter. They also hunted platypus with a special short spear.

Watkin Tench was an officer in the Marine Corps who also went on several early expeditions. He was interested in Aboriginal people and the way they lived. He described the Darug who lived around the Hawkesbury-Nepean as the 'woods tribes' and their diet as being based mainly on small animals that they hunted, fish that they caught from the river and a wild yam that they dug from the earth. He also noted that the Darug cooked their vegetables on a fire, making them safe to eat, because 'in their raw state many of them are poisonous'.



RESOURCE 3

SOUTH CREEK, NEAR LIVERPOOL BY S.T. GILL



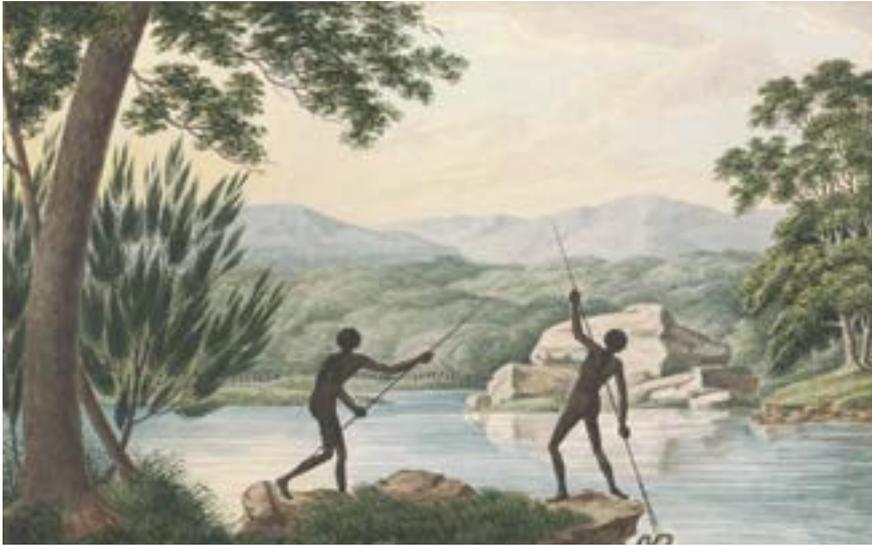
'South Creek near Liverpool NSW'
by S.T. Gill

Source: State Library of NSW



RESOURCE 4

PICTORIAL ACCOUNTS OF ABORIGINAL LIFE BY JOSEPH LYCETT



Joseph Lycett's painting
'Two Aborigines spearing eels'

Source: National Library of Australia



Joseph Lycett's painting
'Aborigines hunting waterbirds'

Source: National Library of Australia



Joseph Lycett's painting
'Fishing by torchlight'

Source: National Library of Australia



RESOURCE 4

PICTORIAL ACCOUNTS OF ABORIGINAL LIFE BY JOSEPH LYCETT



Joseph Lycett's painting
'Aborigines using fire to hunt kangaroos'

Source: National Library of Australia



Joseph Lycett's painting
'Aborigines hunting kangaroos'

Source: National Library of Australia



Joseph Lycett's painting
'Corroboree around a camp fire'

Source: National Library of Australia

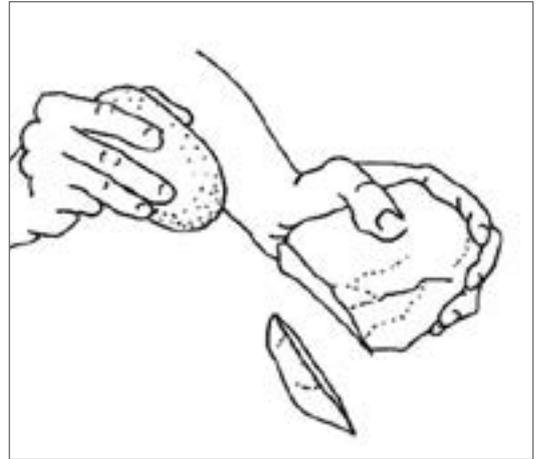


RESOURCE 5

TYPES OF STONE TOOLS

Flaking

Flaking involved using one stone to knock flakes of stone off another stone. This produced small stone flakes that were good for cutting. The flake could be retouched to create one thick blunt edge for holding and one sharp edge opposite for cutting. This is called a 'backed artefact'.



Initial reduction flaking

Source: Helen Beare © Australian Museum

Grinding

Suitably shaped hard stones could be made into axes by grinding one edge to make a cutting edge. This was usually done on sandstone outcrops and often left deep grooves.



Hafted stone axe made by grinding

Source: Paul Ovenden © Australian Museum

Hafting

Hafting involved fitting wooden handles to stone tools which made them more efficient to use. Plant resin or gum was used to set the pieces in place, then twine or animal sinew was used to bind the handle to keep it firm.



Hafting tools

Source: Helen Beare © Australian Museum



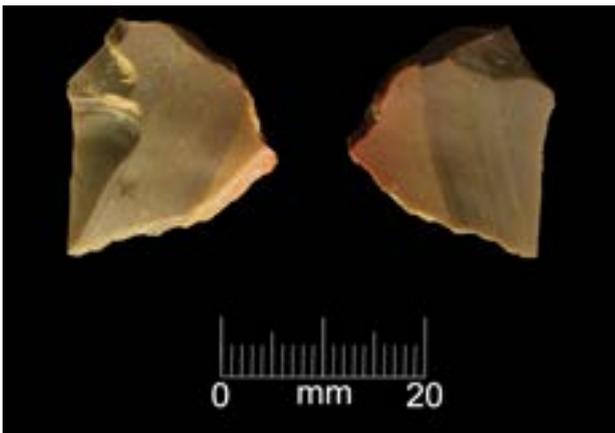
RESOURCE 6

STONE TOOLS FOUND AT BADGERYS CREEK



Grinding grooves found near the banks of Badgerys Creek

Source: Navin Officer Heritage Consultants



Flaked stone tools made of silcrete

Source: Navin Officer Heritage Consultants



RESOURCE 7

MAP OF THE SETTLEMENTS IN NEW SOUTH WALES, 1817



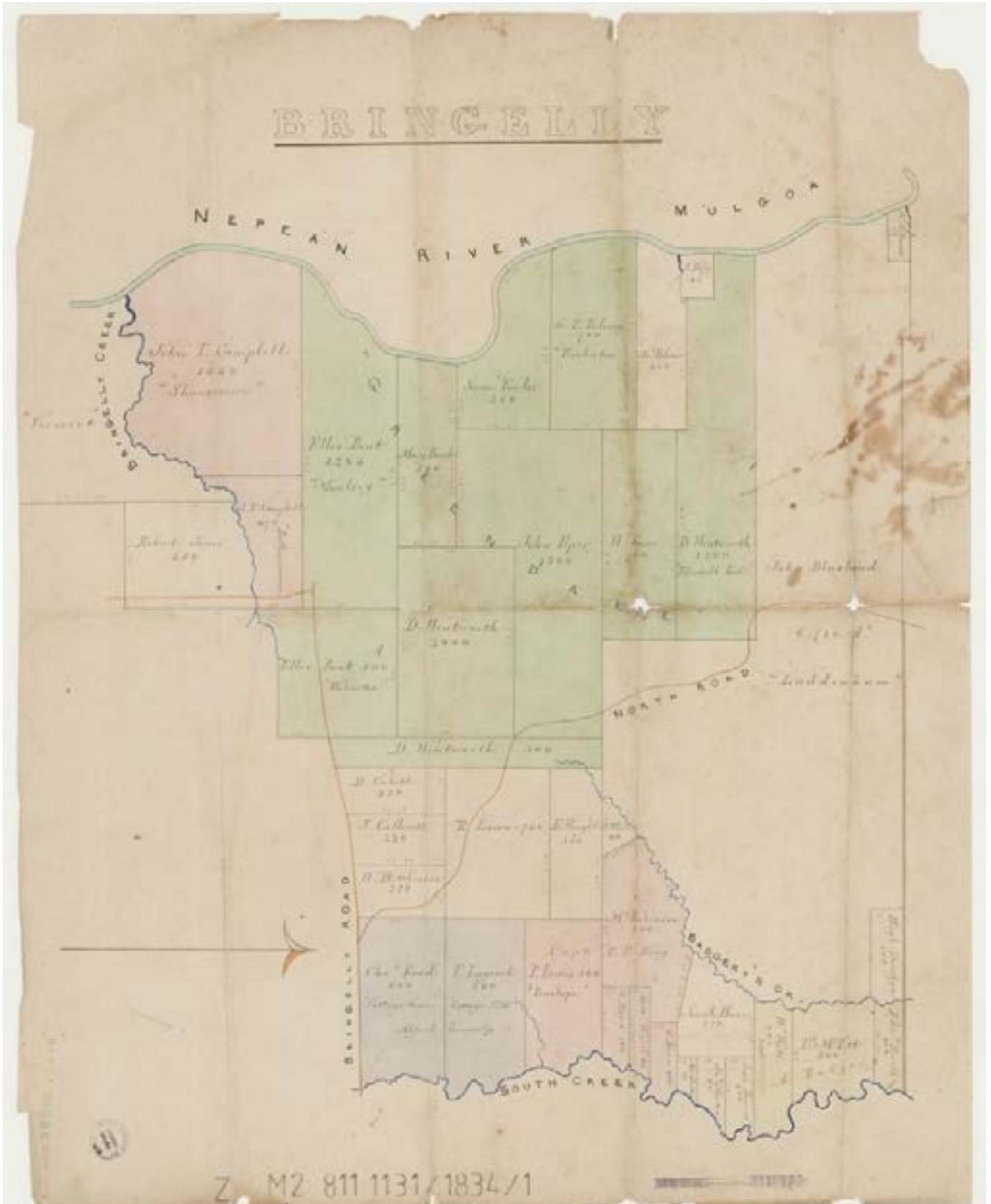
Map of the settlements in New South Wales detailing the system of early roads constructed across the Cumberland Plain, James Wyld, 1817

Source: State Library of New South Wales



RESOURCE 8

MAP OF EARLY LAND GRANTS AT BRINGELLY-BADGERYS CREEK



Map of land grants made to settlers in the Bringelly-Badgerys Creek area, 1834

Source: State Library of NSW



RESOURCE 9

SUBDIVISION PLAN FOR THE LUDDENHAM ESTATE

LUDDENHAM

ORCHARD & VINEYARD LAND

5 ACRE BLOCKS £40
7 to 12 Acre Blocks
with large fresh water frontages
from £70 to £120 Each.

REMARKABLY EASY TERMS
£3 Deposit on 5 acre blocks
and £1 per month

TORRENS TITLE

INTEREST ONLY AT 6 PER CENT

For private sale by
G. R. SWYNY
61 Regal Arcade
Pitt St, Sydney.

*N.B. While the Deposit on 5 acre lots is only £3 that for the larger ones will be in proportion.
A 2 Horse Coach runs daily from Penrith Station.*

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42								

Advertisement for sale of orchard and vineyard land on Nicolson's Luddenham Estate between Cox's Road (now Badgerys Creek Road) and Badgerys Creek, around 1900

Source: Liverpool City Library



RESOURCE 10

BADGERYS CREEK VILLAGE



Badgerys Creek Public School, 1908

Source: Liverpool City Library



St John's Anglican Church

Source: Liverpool City Library



Church picnic
Badgerys Creek c.
1900

Source: Liverpool
City Library

'The Methodist Mission Hall [at Badgerys Creek], as the Church was first known, was opened for public worship on 26 January 1898, an event celebrated by 200 people with a tea, sporting contests and a concert. A correspondent reporting on the opening celebrations noted that the hall was "a neat little weatherboard structure" and although built by the Primitive Methodist Society, it was to be used interdenominationally (Nepean Times, 1898). The correspondent hailed the day as a "red letter day in the annals of Badgery's Creek history". In the opening ceremony, the Reverend T Davies spoke of his hope that the hall would be "used in every way possible for the advancement of moral and religious culture" (Nepean Times 1898:3).'

Source: *Western Sydney Airport Environmental Impact Statement*, 'European and other heritage technical report', M2 (2016) p.11

Image references

Cover: **House at Badgerys Creek.**

Source: Department of Infrastructure, Regional Development and Cities, © Gavin Jowitt, 2017.

Page 5: **Wattle and Daub structure.**

Photographer unknown. Image courtesy of Gwen Eaton and the General Photographic Collection of Penrith City Library.

Elizabeth Badgery.

Source: Donald, B. and Gulson, B, *A little bit country: an oral history of Badgerys Creek*, 1996. Image courtesy of the Liverpool City Library Heritage Collection, © Liverpool City Library.

Page 6: **Map of Sydney Districts.**

Source: Lizars, W. H, 1824, *Map of part of New South Wales*, National Library of Australia, nla.obj-230630801.

Resource 1:

Map of natural features of the Badgerys Creek area.

Source: Department of Infrastructure, Regional Development and Cities, © Commonwealth of Australia, 2017.

Resource 3:

South Creek, near Liverpool NSW.

Source: Gill, S.T, c. 1855–1861. State Library of NSW, reference code 843718. For conditions of use, please see <http://www.sl.nsw.gov.au/copyright>

Resource 4:

Joseph Lycett, *Two Aborigines spearing eels*, c.1817.

Source: National Library of Australia. Reference number: nla.obj-138499671.

Joseph Lycett, *Aborigines hunting waterbirds*, c.1817.

Source: National Library of Australia. Reference number: nla.obj-138499073.

Joseph Lycett, *Fishing by torchlight*, c.1817.

Source: National Library of Australia. Reference number: nla.obj-138499378.

Joseph Lycett, *Aborigines using fire to hunt kangaroos*, c.1817.

Source: National Library of Australia. Reference number: nla.obj-138501179.

Joseph Lycett, *Aborigines hunting kangaroos*, c.1817.

Source: National Library of Australia. Reference number: nla.obj-138499976.

Joseph Lycett, *Corroboree around a camp fire*, c.1817.

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Resource 5:

Initial reduction flaking.

Source: Image created by Helen Beare. © Australian Museum. <https://australianmuseum.net.au/image/stone-tools-initial-reduction-flaking>

Hafted stone axe.

Source: Image created by Paul Ovenden, © Australian Museum. <https://australianmuseum.net.au/image/hafted-stone-axe>

Hafting tools.

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Resource 6:

Grinding grooves.

Source: Department of Infrastructure and Regional Development, *Western Sydney Airport Aboriginal Cultural Heritage Assessment*, 2016, p.95. <http://westernsydneyairport.gov.au/files/eis/WSA-EIS-Volume-4-Appendix-M1-Aboriginal-cultural-heritage.pdf>. Image courtesy of Navin Officer Heritage Consultants.

Flaked stone tools made of silcrete (three images).

Source: Department of Infrastructure and Regional Development, *Western Sydney Airport Aboriginal Cultural Heritage Assessment*, 2016, pp.105–8. <http://westernsydneyairport.gov.au/files/eis/WSA-EIS-Volume-4-Appendix-M1-Aboriginal-cultural-heritage.pdf>. Images courtesy of Navin Officer Heritage Consultants.

Resource 8:

Cartographical map of Bringelly land grants.

Source: Bemis, P.L., 1834, *Bringelly*, State Library of NSW, digital order number c012320001. For conditions of use, please see <http://www.sl.nsw.gov.au/copyright>

An outline map of the settlements in New South Wales.

Source: James Wyld, 1817. State Library of NSW, IE number IE3538811. For conditions of use, please see <http://www.sl.nsw.gov.au/copyright>

Resource 9:

Advertisement for sale of land in Luddenham.

Source: Donald, B. and Gulson, B, *A little bit country: an oral history of Badgerys Creek*, 1996. Image courtesy of the Liverpool City Library Heritage Collection, © Liverpool City Library.

Resource 10:

Badgerys Creek Public School, 1908.

Source: Liverpool City Library Heritage Collection.

St John's Anglican Church.

Source: Donald, B. and Gulson, B, *A little bit country: an oral history of Badgerys Creek*, 1996. Image courtesy of the Liverpool City Library Heritage Collection, © Liverpool City Library.

Church picnic at Badgerys Creek c. 1900.

Source: Liverpool City Library Heritage Collection.

