

## **YEAR 1: Present and Past Family Life**

### **Peninsula Farm (Tranby)**



#### **BACKGROUND INFORMATION**

Peninsula Farm (Tranby) is the site of one of the first farms in the Swan River Colony and the earliest residence still standing in the metropolitan area. It offers a unique opportunity to explore the first years of European settlement in Western Australia. Constructed by Joseph Hardey in 1839, it was the third house he had built on the Peninsula, a property originally granted to him in 1830. Over the years the house was added to and expanded outwards and upwards. At the same time, the farm became smaller and smaller. Peninsula Farm remained in the Hardey family until 1913. Joseph Hardey, and his son Richard, who took over management of the property in the late 1860s, were highly influential in the religious, business and political activities of the colony. Peninsula Farm, however, tells more than just these stories. It also tells of their wives and daughters, the women and others who ran the house and the workers who ran the farm. It tells of farming, and how families and the young colony sustained themselves on a daily basis. Peninsula Farm (Tranby) today consists of only the homestead and surrounding garden.

#### **OVERVIEW OF PROGRAM**

The Year 1 curriculum provides a study of present and past family life within the context of the students' own world. Students learn about similarities and differences in family life by comparing the present with the past. They begin to explore the links and the changes that occur over time.

This National Trust of Australia (WA) program is associated with the Year 1 Australian Curriculum: History. The central component of the program is an excursion to historic Peninsula Farm (Tranby). The program provides suggestions of pre-visit and post-visit activities that integrate the teaching of historical knowledge, understandings and skills. It should be adapted to suit your needs. Use as little or as much of the program as you wish; incorporate your own activities and teaching methodologies; or choose to focus on one or several key inquiry questions. You may also cover the Cross-curriculum priorities of Aboriginal and Torres Strait Islander histories and cultures **and** Asia and Australia's Engagement with Asia if there are children in your class which make this appropriate.

### **Peninsula Farm (Tranby) Excursion**

A visit to Peninsula Farm (Tranby) is a half day excursion.

The house can accommodate up to 60 students at any one time. For this age the suggested ratio is 1 adult to every 5 students.

All student activities are conducted by National Trust of Australia (WA) Education Officers.

Dressing up in 'olden days' clothes is encouraged but not compulsory.

#### **Activities include:**

1. 'Meet the Hardey Family' - compare a family from the past with own family and identify similarities and differences
2. Tour of Tranby - identify aspects of family life that have changed or remained the same; developing historical vocabulary
3. Peg Doll craft - compare toys now and then
4. 'Time to Play' - compare leisure activities now and then
5. Artefacts – old and new

#### **To make a booking:**

Contact the National Trust to make a booking.

Email: [trust@ntwa.com.au](mailto:trust@ntwa.com.au)

Phone: 9321 6088

Students will use the following **KEY INQUIRY QUESTIONS** to discover:

- How has family life changed or remained the same over time?  
Peninsula Farm (Tranby) was the home of Joseph and Ann Hardey and their six children. Explore the house and discover similarities and differences in family life by comparing the present with the past.
- How can we show that the present is different from or similar to the past?  
Peninsula Farm (Tranby) provides opportunities to compare objects from the past with the present to identify similarities and differences (for example in cooking, washing, heating, lighting, hygiene, farming and toys).
- How do we describe the sequence of time?

A tour through Peninsula Farm (Tranby) allows opportunities to develop vocabulary from the past, when making now / then comparisons, as well as using terms that indicate time such as 'a long time ago', 'now and then', 'old and new'.

This program allows students to develop historical skills through key concepts appropriate to their age and ability.

**Historical Skills:**

Sequence historical people and events  
Distinguish between the past, present and future  
Pose questions about the past using sources provided  
Explore a range of sources about the past  
Identify and compare features of objects from the past and present  
Explore a point of view

**Key Concepts:**

Continuity and change

On a tour through Peninsula Farm (Tranby) students identify what aspects of family life have changed and remained the same.

Cause and effect

Through the story of the Hardey family students consider how and why families have changed over time in terms of size, structure and roles.

Perspectives

Students learn about the roles and responsibilities of those who lived and worked at Peninsula Farm (Tranby) providing an insight into how people's perspectives are determined by their circumstances.

Empathy

Students see how the Hardey family lived and hear stories about what their life was like and make comparisons with their own life to develop an appreciation of the family's experiences.

Significance

Students develop an understanding of what makes Peninsula Farm (Tranby) special and worth keeping for future generations

<b>Historical Knowledge and Understanding</b>	<b>Local Context</b> <i>This site lends itself to historical inquiry re:</i>	<b>Student Activities</b>	<b>General Capabilities (GC)</b> <b>Cross Curricula Priorities (CCP)</b> <b>Other Learning Areas (OLA)</b>	<b>Research and Resources</b>
Differences in family structures and roles today, and how these have changed or remained the same over time (ACHHK028)	Families: Explore a colonial family home in order to compare own family with a family from the past; in terms of size, structure and roles.	<p><b>Pre visit activities:</b></p> <p><b>What is a family?</b>            * Who lives at my house? – (Teacher Resource 1/Student Activity 1)            Discuss: if I live under the same roof as someone are they my family? Read books about families to further define what makes a family. With students help write down a definition for what makes a family.</p> <p><b>Introducing my family</b>            * My Family –            Revisit work from previous lesson on what makes a family. Students think about their own family and share who is in their family. List the different names students call people in their family, eg. mum, dad, etc. Students draw a picture of their family and copy the relevant name under each person. Students share their illustration and discuss the different types of families within the class. Make and record predictions about the structure of families in the past.</p> <p><b>Comparing families within the class</b>            * Class graph – (Teacher Resource 2)            As a class create a graph to show the size of families within the class. Discuss and interpret the graph, eg. What is the largest family? What is the smallest family? What is the average size of families in the class? Make</p>	GC: Literacy, Numeracy, Critical and creative thinking, ICT, Personal and social capability  CCP: Sustainability  OLA: English, Mathematics, Arts	<p><b>PDFs</b></p> <p><b>Teacher Resources</b></p> <ol style="list-style-type: none"> <li>1. 'Who Lives at my house?'</li> <li>2. Class Graph – 'How Many People in my Family'</li> <li>3. Making Butter the Old Fashioned Way.</li> <li>4. Making Damper</li> </ol> <p><b>Students</b></p> <ol style="list-style-type: none"> <li>1. 'Who lives at my house?'</li> <li>2. My roles and responsibilities</li> <li>3. Sequencing - 'A Day in My Life'</li> </ol>

		<p>and record predictions about the size of families in the past.</p> <p><b>My role in my family</b>  *My roles and responsibilities –  Read a book that shows family members with clear roles (eg. Berenstain Bears). Identify the roles (Papa, Mama, brother and sister) and responsibilities of each character.  What are some of the jobs that students’ families have and why do these need to be done? Students share what they, their siblings and parents do to contribute to the family. Can jobs be the responsibility of different people in different families?  Students complete Student Activity 2. Use students’ pictures to create a chart about roles and responsibilities. From chart identify jobs that are always the responsibility of mums, dads, brothers and sisters and jobs that people of differing roles can be responsible for. Students make predictions about the types of jobs mums, dads, brothers and sisters did in the past. Keep a list of these predictions to use after the excursion to Peninsula Farm (Tranby).</p> <p><b><u>Excursion activities:</u></b>  <b>Activities led by NTWA Education and Learning Officers:</b>  * Meet the Hardeys</p> <p><b><u>Post visit activities –</u></b>  <b>Comparing families past and present</b>  * The Hardey family -  Students revisit the predictions they made prior to the excursion about family structures in the past. Ask students to share what they discovered whilst at Peninsula Farm (Tranby).</p>		
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		<p>Create a list of the names of each member of the Hardey family. Students draw and label their own picture of the Hardey family. Students compare the drawing of the Hardey family with the drawing of their own family, ie. How many people in the Hardey family? How many people in my family? How many more? How many children? What is the same about both families? What is different?</p> <p><b>Comparing roles and responsibilities –</b>  * Students revisit the predictions they made prior to the excursion about jobs in the past. Ask students to share what they discovered whilst at Peninsula Farm (Tranby) and make comparisons about what has remained the same and what has changed over time.  * Create an olden day’s home corner in the classroom. Place a variety of olden day clothes, hats, braces and shoes in the home corner alongside an olden day kitchen or shed. Students will be able to role play life in the olden days. ‘The Kitchen,’ ‘The Laundry’ or ‘The Shed’ Reminiscence Boxes can be borrowed from the National Trust (see NTWA website).</p>		
<p>How the present, past and future are signified by terms indicating time such as ‘a long time ago’, ‘then and now’, ‘now and then’, ‘old and new’, ‘tomorrow’, as well as by dates and changes that may have personal significance,</p>	<p>Time: Develop a bank of words to describe artefacts from the ‘olden days’.</p>	<p><b>Pre visit activities –</b>  <b>Developing language of time/significance</b>  * Old or new -  Students bring to school an item that is significant to their family – is it old or new? What makes it significant? Create a display in the classroom.  *Past and present –  Read books about the past. Identify language used to indicate it is set in the past, eg. once</p>	<p>GC: Literacy, Numeracy, Critical and creative thinking, Personal and social capability, Intercultural Understanding</p> <p>OLA: English, Mathematics</p>	<p><b>Visit the following websites</b>  Download or print presentation on how to write a recount:  <a href="http://www.scribd.com/doc/7751608/Junior-Recount">http://www.scribd.com/doc/7751608/Junior-Recount</a></p> <p>Download brochure and entry form for NTWA Photo and Story Competition:</p>

<p>such as birthdays, celebrations and seasons (ACHHK029)</p>		<p>upon a time, a long time ago etc. Discuss what the past is (a moment ago, yesterday or a few years ago or hundreds of years ago).</p> <p><b><u>Excursion activities:</u></b>  <b>Activities led by N.T.W.A Education and Learning Officers:</b>  * Artefacts – old and new  * Tour of Tranby</p> <p><b><u>Post visit activities –</u></b>  <b>Developing language of time</b>  * Sequencing excursion photos -  Print photos of excursion and place them in order from what happened first to what happened last.  * Excursion recount (See website) -  Class recount of Peninsula Farm (Tranby) excursion. Children illustrate. Make a class book.  * As a class, label photos of artefacts taken during your excursion to Peninsula Farm (Tranby), eg. mangle, chamber pot, bellows, wash board, knucklebones. Make a display in the classroom to develop vocabulary from the past.  * N.T.W.A Photo and Story Competition (See website)  Students develop a narrative about the past</p>		<p><a href="http://www.valuingheritage.com.au/Competitions.html">http://www.valuingheritage.com.au/Competitions.html</a></p> <p>Reminiscence boxes:  <a href="http://www.valuingheritage.com.au/Reminiscence_Boxes.html">http://www.valuingheritage.com.au/Reminiscence_Boxes.html</a></p>
<p>Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods, including family traditions, leisure time and</p>	<p>Daily life: Compare and contrast daily life of children from present day, to recent past (a parent or grandparent) to long ago (Hardey family of Peninsula Farm (Tranby)).</p>	<p><b><u>Pre visit activities –</u></b>  <b>Differences and similarities between my childhood and a parent or grandparent</b>  * Sequencing: 'A Day in my Life' – (Student Activity 3)  Think, Pair, Share: 'A day in my life.'  Children complete Student Activity 2 by selecting activities that they participate in</p>	<p>GC: Literacy, Numeracy, Critical and creative thinking, Personal and social capability</p> <p>CCP: Sustainability</p> <p>OLA: English, Mathematics,</p>	<p><b>Websites</b>  Ideas for 'old fashioned' day at school:  <a href="http://olc.spsd.sk.ca/De/saskatchewan100/docs/schools/oldendayschoolday.pdf">http://olc.spsd.sk.ca/De/saskatchewan100/docs/schools/oldendayschoolday.pdf</a>  <a href="http://www.scholastic.com/tea">http://www.scholastic.com/tea</a></p>

<p>communications. (ACHHK 030)</p>	<p>Experience childhood activities from the 'olden days'.</p>	<p>during a day, eg. breakfast, school, sport, tv. Students illustrate and write (or the teacher scribes) a sentence about each activity to show the order that they happen. Predict similarities and differences between the activities they do on a daily basis and what a parent or grandparent might have done as a child. Create a list of students' ideas.</p> <p>* When I was a child... -          Invite a parent or grandparent to talk to the class about their childhood, eg. chores they did at home, games and toys they played with, school etc. As a class make a timeline to show the important events in the guest speaker's day. Divide the class into groups. Each group is responsible for one aspect of the day. Students each draw a picture to contribute to their group's part of the class timeline. Students compare this timeline with their own. Students revisit and discuss the accuracy of the predictions they made in 'A Day in My Life' lesson. As a class create a Venn diagram about the similarities and differences between the recent past and the present.</p> <p><b>Pose questions about leisure time in the past</b>          * Students take turns to bring in a favourite toy or game to share with their classmates. In small groups children can play each other's games. Discuss the types of toys and games played. Where they came from? What they are made out of? Are they played inside or outside? Pose questions about the types of toys and games children may have played at Peninsula Farm (Tranby). Bring the questions to Peninsula Farm (Tranby).</p>	<p>Science, Health and PE</p>	<p><a href="#">chers/lesson-plan/olden-days</a></p>
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