

YEAR 3: Community and Remembrance

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. 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 1860's, were highly influential in the religious, business and political activities of the colony. Peninsula Farm, however, tells more than just these stories. It 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 the families and the young colony sustained themselves on a daily basis. Peninsula Farm (Tranby) today consists of only the homestead and the surrounding garden.

OVERVIEW OF THE PROGRAMME

The Year 3 curriculum provides a study of identity and diversity in both a local and broader context. Using Peninsula Farm (Tranby) as a significant historical site, students will explore the historical features and diversity of their community as represented in symbols and emblems of significance. Peninsula Farm (Tranby) will engage students in opportunities to consider celebrations and commemorations, both locally and in other places around the world.

The content provides opportunities to develop historical understanding through key concepts including sources, continuity and change, cause and effect, perspectives, empathy and significance. These concepts will be investigated within the historical context of Peninsula Farm (Tranby) to facilitate an understanding of the past and to provide a focus for historical inquiries.

The programme is designed to enable teachers and students to reflect on the earliest occupation of the Swan River region by the Nyoongar peoples, the arrival of the first European settlers and the ways that daily domestic life have changed in their local area over time; as well as exploring the evolving function of symbols and emblems in establishing and maintaining identity. There is also opportunity to consider the role of celebrations and commemorations on a local, national and international basis. Peninsula Farm (Tranby) provides an historic point of reference for understanding what farming and domestic life in the colony was like almost two hundred years ago and how it is different from and similar to life today.

This programme has been developed in line with the requirements of ACARA: Australian Curriculum Version 6.0

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

- **Who lived here first and how do we know?** *Indigenous people, Joseph Hardey and his family; newspapers, church documents, Joseph’s diary, ship transcripts etc*
- **How has our community changed? What features have been lost and what features have been retained?** *Virgin bushland was cleared to create places for the establishment of crops and grazing paddocks as well as infrastructure such as roads and rail lines; farm land is now residential; the barns, sheds and mill are all gone; the homestead, well and the river remain; a shed and the tea rooms have been added; fences have been changed*
- **What is the nature of the contribution made by different groups and individuals in the community?** *Initial settlement, farming, education, introduction of European food crops, establishment of Wesley Church*
- **How and why do people choose to remember significant events of the past?** *i.e. ANZAC Day, WA Day, Christmas, NAIDOC Week etc*

This National Trust of Australia (WA) programme is associated with the Year 3 Australian Curriculum: Humanities and Social Sciences – History. The central component of the programme is an excursion to historic Peninsula Farm (Tranby) to learn about a colonial family, their home and the contribution they made to Western Australia. It offers a unique opportunity to investigate the development in the local community from the time of European settlement to the present day. The programme provides suggestions of pre-visit and post-visit activities that integrate the teachings of historic knowledge, understandings and skills. It should be adapted to your needs. Use as little or as much of the programme 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-curricula 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.

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

<p>Historical Skills:</p> <ul style="list-style-type: none"> Sequence historical people and events Use historical terms Pose a range of questions about the past Identify sources Locate relevant information from sources provided Identify different points of view Develop texts, particularly narratives Use a range of communication forms (oral, graphic, written) and digital technologies 	<p>Key Concepts: the content provides opportunities to develop historical understanding through key concepts including</p> <ul style="list-style-type: none"> Sources Continuity and Change Cause and Effect Perspectives Empathy Significance
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THE EXCURSION

A visit to Peninsula Farm (Tranby) can be a full day or half day excursion.

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

The excursion to Peninsula Farm (Tranby) to explore the historical features and diversity of their community reflects aspects of the following:

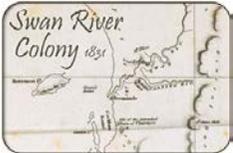
General Capabilities: Literacy, Critical and creative thinking

Cross-curricula Priorities: Sustainability

Other Learning Areas: English, The Arts

A visit to Peninsula Farm (Tranby) may include:

Excursion Activity	Historical Skills
Introduction	<ul style="list-style-type: none"> Historical questions and research <i>Pose a range of questions about the past (ACHHS067)</i>
Tour	<ul style="list-style-type: none"> Analysis and use of sources <i>Locate relevant information from sources provided (ACHHS068)</i>
Artefacts	<ul style="list-style-type: none"> Historical questions and research <i>Pose a range of questions about the past (ACHHS067)</i>
Sketching	<ul style="list-style-type: none"> Explanation and Communication <i>Use a range of communication forms (oral, graphic, written) (ACHHS071)</i>
Sewing	<ul style="list-style-type: none"> Perspectives and Interpretations <i>Identify different points of view (ACHHS069)</i>
Old Fashioned Games	<ul style="list-style-type: none"> Perspectives and Interpretations <i>Identify different points of view (ACHHS069)</i>
Looking at Local History	<ul style="list-style-type: none"> Analysis and use of sources <i>Locate relevant information from sources provided (ACHHS068)</i>
Timeline Sequence	<ul style="list-style-type: none"> Chronology, terms and concepts <i>Sequence historical people and events (ACHHS065)</i>

Historical Knowledge and Understanding	Local Content	Student Activities	General Capabilities (GC) Cross Curricula Priorities (CCP) Other Learning Areas (OLA)	Research and Resources
<p>The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area. (ACHHK060)</p>	<p>Western Australia has been inhabited by Indigenous people for tens of thousands of years prior to the arrival of European people.</p>	<p>Pre Visit Activities:</p> <ul style="list-style-type: none"> • Talk about the inhabitants of the Swan River district prior to European settlement. • Talk about Dreamtime stories that explain the creation of something and discuss the purpose of Dreamtime stories. • Read a story about the mythical snake said to have created the waterways and the landforms around the Swan River. • Invite a guest to speak to students about the Nyoongar culture and their link to the Swan River district. • Illustrate the Dreamtime story The Waugul using Aboriginal art symbols and techniques. <p>Excursion:</p> <ul style="list-style-type: none"> • Oral acknowledgement of first inhabitants of the Peninsula and Swan River region <p>Post Visit Activities:</p> <ul style="list-style-type: none"> • Look at the map of the Swan River and the artwork <i>Koora Katitjiny</i> and discuss the way the river could resemble the body of a serpent. • Create a sketch that depicts what the Peninsula in Maylands and the Swan River may have looked like prior to the establishment of Peninsula Farm. • Use water colours to colour the sketch. 	<p>CCP Aboriginal and Torres Strait Islander histories and cultures</p> <p>GC Literacy Personal and social capability Intercultural understanding</p> <p>OLA The Arts</p>	<p>http://www.noongarculture.org.au/spirituality/ http://slwa.wa.gov.au/swan_river/community_icon/waugul</p> <p>Painting(s): <i>Koora Katitjiny</i> by Sandra Hill</p>  <p>www.riversofemotion.org.au/riversights</p> <p>Map of the Swan River</p>  <p>www.fremantlewesternaustralia.com.au</p>

Historical Knowledge and Understanding	Local Content <i>Peninsula Farm (Tranby) reveals</i>	Student Activities	General Capabilities (GC) Cross Curricula Priorities (CCP) Other Learning Areas (OLA)	Research and Resources
<p>One important example of change and one important example of continuity over time in the local community, region or state / territory; for example, in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life. (ACHHK061)</p>	<p>Visit Peninsula Farm (Tranby)</p>	<p>Pre Visit Activities:</p> <ul style="list-style-type: none"> • <i>Step Back in Time</i> community walk; Teacher Resource 1 • Contact the National Trust to borrow the Reminiscence Boxes and utilise the conversation cards to stimulate discussion and reflection. <p>Excursion Activities:</p> <ul style="list-style-type: none"> • Activities led by NTWA Education and Learning Officers: The Peninsula Farm (Tranby) story. <p>Post Visit Activities:</p> <ul style="list-style-type: none"> • Students compile a report, answering the inquiry questions in written form, using traces of the past (such as photos) and appropriate historical terms. Include a timeline if appropriate using pictures and descriptions. • Students give reasons for changes in technology in the community as a result of developments in TWEED (selected focus) • Students utilise information provided at Peninsula Farm and further library and internet research to compile their reports. • Give each group a post-it note “leave pass” students write how they will present their findings i.e. poster, powerpoint, booklet, report, essay etc. • Each group produces a draft then final version of their report which they then present to the class. 	<p>GC</p> <p>Literacy Critical and creative thinking Personal and social capability</p> <p>CCP</p> <p>Sustainability</p>	<p>Teacher Resource 1: <i>Step Back in Time</i></p> <p>National Trust of Australia (WA) Reminiscence Boxes Ph: 9321 6088 to book</p> <p>Sources: Conduct an inquiry</p> <ul style="list-style-type: none"> • Site visits • Guides • Photographs • Written texts

Historical Knowledge and Understanding	Local Content	Student Activities	General Capabilities (GC) Cross Curricula Priorities (CCP) Other Learning Areas (OLA)	Research and Resources
<p>The role that people of diverse backgrounds have played in the development and character of the local community. (ACHHK062)</p>	<p>The Hardey family were devout Methodists who were highly influential in the Colony. How did their religious convictions influence the development of the churches and education?</p>	<p>Describe the experiences of an individual or group</p> <p>Compare the development of a community with another</p> <p>Adopt the perspective of a colonist or one of the Hardey children? and write a diary about their life</p> <p>Refer to Teacher Resource 2</p> <p>Post Visit Activities: Using the Cube Creator at readwritethink.org create a question and answer cube about the Hardey family. Illustrate the cube and then display. Students can also make up games utilising the cube to reinforce and test each others knowledge.</p>	<p>CCP Aboriginal and Torres Strait Islander histories and cultures Asia and Australia’s engagement with Asia</p> <p>GC Information and communication technology capability Critical and creative thinking Personal and social capability Intercultural understanding</p>	<p>Teacher Resource 2: <i>Peninsula Farm Timeline</i></p> <p>http://www.readwritethink.org/classroom-resources/student-interactives/cube-creator-30850.html</p>

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<p>Days and weeks celebrated or commemorated in Australia (including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC Week and National Sorry Day) and the importance of symbols and emblems. (ACHHK0663)</p>		<p><u>Pre Visit Activities:</u></p> <ul style="list-style-type: none"> Brainstorm and display a list of Australian celebrations and significant commemorations. <p><u>Excursion Activities:</u></p> <ul style="list-style-type: none"> National Trust Education Officers will talk about the ANZAC Day service held each year at Peninsula Farm (Tranby) <p><u>Post Visit Activities:</u></p> <ul style="list-style-type: none"> Review the brainstorm of celebrations and commemorations. Teacher selects five key celebrations to reflect the interests and diversity of classroom setting. In pairs or small groups children compile as much information as possible about a specific celebration. Include the following: Who celebrates? What do they celebrate? When is it celebrated? Why is it celebrated and how is it celebrated? Use sources to develop an understanding of these events and include a discussion about the historical symbolism and significance. Consider how and why communities continue to commemorate significant dates. Prepare a presentation to share findings with a buddy class. Create an invitation to an event incorporating significant symbols . 	<p>CCP Aboriginal and Torres Strait Islander histories and cultures</p> <p>GC Literacy Critical and creative thinking Intercultural understanding</p>	<p>Teacher resource 3: <i>Australian and International Celebrations and Commemorations</i></p> <p>For a list of public holidays celebrated in WA go to http://australia.gov.au</p>

Historical Knowledge and Understanding	Local Content	Student Activities	General Capabilities (GC) Cross Curricula Priorities (CCP) Other Learning Areas (OLA)	Research and Resources
Celebrations and commemorations in other places around the world; for example, Bastille Day in France, Independence Day in the USA, including those that are observed in Australia such as Chinese New Year, Christmas Day, Diwali, Easter, Hanukkal, the Moon Festival and Ramaden. (ACHHK064)	<ul style="list-style-type: none"> What does commemorate mean? 	<p><u>Post Visit Activities:</u></p> <ul style="list-style-type: none"> Identify events and aspects of the past that have significance in the present. Refer to the Australain celebrations brainstorm as a starting point. Create a new brainstorm of internationally significant celebrations and commemorations. Create a Venn diagram comparing and contrasting those celebrated here in Australia. i.e. St Patrick’s Day, Chinese New Year. 	<p>CCP Asia and Australia’s engagement with Asia</p> <p>GC Information and communication technology capability Critical an creative thinking Intercultural understanding</p>	<p>Teacher Resource 3: <i>Australian and International Celebrations and Commemmorations</i></p> <p>Student Resource 1: <i>Venn Diagram</i></p>