

National Trust of Australia (Tasmania)

Development of a pilot education program based on Franklin House

Brief

Establishment of accredited/recognised (national and state) pilot education programmes and materials to be linked to the Australian Curriculum with a focus not only on history, but also on cross-curricula, and able to be delivered in accordance with curriculum and systemic requirements.

National Curriculum applicable guidelines for Historical Knowledge and Understanding for Years 1- 4

Year 1 - 4 Level Description

“The Past in the Present”

The Year 2 curriculum provides a study of local history. Students explore, recognise and appreciate the history of their local area by examining remains of the past and considering why they should be preserved.

The content provides opportunities to develop historical understanding through key concepts including **continuity and change, cause and effect, perspectives, empathy and significance**. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The history content at this year level involves two strands: *Historical Knowledge, and Understanding* and *Historical Skills*.

These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

A framework for developing students' historical knowledge, understanding and skills is provided by **inquiry questions**.

The key inquiry questions at this year level are:

- What aspects of the past can you see today? What do they tell us?
- What remains of the past are important to the local community? Why?
- How have changes in technology shaped our daily life?

Historical Knowledge and Understanding

The Past in the Present

1. The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past.
2. What is the importance today of an historical site of cultural or spiritual significance.
3. The impact of changing technology on people's lives (at home and in the ways they worked, travelled, communicated, and played in the past).

Historical Skills

Chronology, terms and concepts

1. Sequence familiar objects and events
2. Distinguish between the past, present and future
3. Historical questions and research - Pose questions about the past using sources provided
4. Analysis and use of sources - Explore a range of sources about the past; Identify and compare features of objects from the past and present.
5. Perspectives and interpretations - Explore a point of view.
6. Explanation and communication - Develop a narrative about the past
7. Critical and creative thinking - Use a range of communication forms (oral, graphic, written, role play) and digital technologies,

Opportunities are provided to develop a historical understanding through key concepts of continuity and change, cause and effect, perspectives, empathy and significance. These concepts are investigated within this particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

Overview

The program for Years 1-4 is built around Franklin House in Franklin Village, Launceston, a late Georgian villa built in 1838, with an extensive collection of colonial Australian and English furnishings and art works.

Using the Hawkes family students will explore, recognise and appreciate the history of Franklin House and the Franklin Village by examining aspects of the past and considering why they should be preserved with a particular focus in:-

Year 1 – Personal and family histories

Year 2 – Present and past family life

Year 3 – The Past in the Present

Year 4 – First Contacts

Through this students will gain some understanding of history and the importance of the notion of heritage and its preservation. Importantly the program allows students to develop key concepts appropriate to their age and ability.

Students explore, recognise and appreciate the history of their local area by examining remains of the past and considering why they should be preserved.

Special features of the program include:-

- An original early Victorian school room and 19th century education
- Victorian children's games
- Transport and communication
- The garden highlighting self sufficiency and food production
- St James Church and cemetery

The Past in the Present – Program Outline based on Franklin House for Year 2

Historical Knowledge and Understanding	Local Context	Student Activities	General Capabilities (GC) Cross Curricular Priorities (CCP) and Other Learning Areas (OLA)	Research and Resources
<p>The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past</p>	<p>Based on what Franklin House reveals about the Hawkes' family and those living in Franklin Village during the nineteenth century</p> <p>What were the life experiences of the Hawkes family and the students that attended school at Franklin House. In particular:-</p> <ul style="list-style-type: none"> • Education • Leisure time • Production and preparation of food • Transport and communication • Religious observance 	<p>Using the perspective of "My Place" students use available resources on the site to:</p> <ul style="list-style-type: none"> • What would have been here on the site before Franklin House was built? • Identify the building materials used in its construction • See in what ways Franklin House is different from modern houses • Find out who former convict Britton Jones was and why he chose to build at Franklin Village • The importance of the garden and the production of food • What activities did the family and school students engage in – work, play, school • How would they have travelled into Launceston? • Find out who Hawkes family members were • Was the house changed in any when the school was established • What kind of food would have been prepared and cooked in the kitchen? <p>This envisages tours through Franklin House with key question, appropriate discussion staged at different points throughout the tour.</p>	<p>GC: Literacy, Numeracy; ICT competence; Critical and creative thinking; Personal and social capability</p> <p>CCP: sustainability</p> <p>OLA: English, Maths, Science, Geography</p>	<p>The Franklin House School Package developed for teacher usage for grades 1 – 4.</p> <p>Franklin House Historical Site (2011)</p> <p>These publications can be downloaded from the Franklin House web site.</p> <p>An early Tasmanian Town by Terry Childs</p> <p>A Who's Who of the Classical and Commercial School 1842 -1866 (Franklin House) by Terry Childs</p> <p>The Puzzle of Patrick's Pails an interactive challenge focussing on self sufficiency</p>

		Follow-up could be based on the interactive application with capacity to generate a document reporting individual student learning experiences.		
The importance today of an historical site of cultural or spiritual significance like Franklin House	Why is Franklin House so important to us today?	<p>Distinguish between the past, present and future</p> <p>By focussing on a particular activity undertaken at Franklin House – e.g. cooking in the original kitchen; how people were transported; what was produced in the gardens – students can learn about aspects of life in the C19th.</p> <p>What is important about remembering life at different times?</p>	<p>GC: Literacy, Numeracy; ICT competence; intercultural understanding.</p> <p>CCP: Sustainability</p> <p>OLA: English, Maths, Science, Geography</p>	<p>Make use of the resources of Franklin House – the original kitchen, equipment, fire, water supply; the coach house; the historical garden and church.</p> <p>Develop an application “A day in the life of....at Franklin House” which prompts students through a set of stimulus questions that draw from the Franklin House resource.</p>
The impact of changing technology on people’s lives (at home and in the ways they worked, travelled, communicated and played in the past)		<ul style="list-style-type: none"> • At different times what was used to heat and light the house? • How did education in Victorian times differ from today <p>How does this contrast with life today – cooking; transportation; gardening?</p>	<p>GC: Literacy, Numeracy; ICT competence; Critical and creative thinking; Personal and social capability</p>	