

# National Trust of Australia (Tasmania)

## Development of a pilot education program based on Home Hill

### 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 Year 2

#### *“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 the 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 Year 2 is built around Home Hill in Devonport, a Federation style house built in 1916 by Joe Lyons and Dame Enid Lyons, with an extensive collection of furniture, art works, family possessions and memorabilia much of which relates to their prominent political careers at state and federal levels.

Using the extended Lyons family, students will explore, recognise and appreciate the history of Home Hill and Devonport in the local area by examining aspects of the past and considering why they should be preserved.

Through this students will gain some understanding of history and the importance of the notion of heritage and its preservation.

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 Past in the Present – Program Outline based on Home Hill 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
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	Based on what Home Hill reveals about the Lyon’s family and those living in Devonport during the first part of the twentieth century  What were the life experiences of Lyons family at Home Hill. In particular:- <ul style="list-style-type: none"> <li>• Daily life</li> <li>• Leisure time</li> <li>• Production and</li> </ul>	Using the perspective of “My Place” students use available resources on the site to answer the following questions: <ul style="list-style-type: none"> <li>• What would have been here on the site before Home Hill was built?</li> <li>• Identify the building materials used in its construction and see how the house has changed and been extended over the years the Lyons family lived here</li> <li>• See in what ways Home Hill is different</li> </ul>	GC: Literacy, ICT competence; Critical and creative thinking, Personal and social capability, sustainability  CCP:  OLA: English and	The Home Hill School Package developed for teacher usage for grades 2  Home Hill – Some Reflections by Dame Enid Lyons (2007)  So we take Comfort by Dame

	<p>preparation of food</p> <ul style="list-style-type: none"> <li>• Laundry and washing of clothes</li> <li>• Transport and communication</li> <li>• Religious observance</li> </ul>	<p>from modern houses</p> <ul style="list-style-type: none"> <li>• Find out who the Lyons family members were</li> <li>• Find out where Joe Lyons planted an apple orchard</li> <li>• The importance of the garden and the production of food</li> <li>• What kind of food would have been prepared and cooked in the kitchen?</li> <li>• What activities did the family engage in – work, play, school</li> <li>• How would they have travelled into Devonport?</li> </ul> <p>This envisages tours through Franklin House with key question, appropriate discussion staged at different points throughout the tour.</p> <p>Follow-up could be based on the interactive application with capacity to generate a document reporting individual student learning experiences.</p>	<p>Geography</p>	<p>Enid Lyons</p>
<p>The importance today of an historical site of cultural or spiritual significance like Home Hill</p> <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.</p>	<p>Why is Home Hill so important to us today?</p>	<p>Distinguish between the past, present and future</p> <p>By focussing on a particular activity undertaken at Home Hill – eg cooking in the original kitchen; how the laundry was done; how did the family entertain themselves at home; what was produced in the gardens – students can learn about aspects of life in the early twentieth century</p> <p>How does this contrast with life today – cooking; transportation; gardening?</p> <p>What is important about remembering life at different times?</p>	<p>GC: Literacy, ICT competence; Critical and creative thinking, Personal and social capability</p> <p>CCP: Sustainability</p> <p>OLA: English, Science, Geography</p>	<p>Make use of the resources of Home Hill – the original kitchen equipment, laundry and garden</p> <p>Develop an application “A day in the life of....at Home Hill ” which prompts students through a set of stimulus questions that draw from the Home Hill resource.</p>