

Program Outline: Year 1 & 2 Como Primary Program – National Trust of Australia (Victoria)

Program title	Como House Primary Program
Location:	Cnr Lechlade Avenue & Hotham Street, South Yarra
Year Levels:	1 & 2
Discipline:	History
Program Plan:	Excursion Program & Class Activities
Developer	This program was developed in house with support from consultant primary teacher and excursion developer Mark McGinness.

Program Overview

This program has been developed and made available to schools in 2014 following a closure of the original school program at Como in 2011. NTPP funds have been used to create a completely new program and online resources.

The Como House program provides students with a facilitated full day program of four sessions for class groups of 60 or less.

Students use these key Inquiry questions within the framework of the activities listed:

- How has family life changed or remained the same over time?
- How can we show that the present is different from or similar to the past?
- How do we describe the sequence of time?

The program includes four activities which each take 50 minutes for a full day of 4 - 5 hours with breaks.

- a house tour guides students room by room through the main house revealing different aspects of the Armytage family story and period family life. Artefacts are arranged in rooms for student use and handling eg. framed photos of family members and articles of clothing and an old school slate. Students learn about individual family members, social life and family relationships, try on clothes and handle items.

- A session about the house as a workplace introduces students to the general life experiences of servants. Students undertake simple activities like a Room Bell identification activity, a waiter race, laundry washing and object identification as they explore the original kitchen and laundry areas attached to the house.
- Old fashioned games including tug-of-war, skipping ropes, skittles and group games like Oranges and Lemons and Hot Potato as well as Croquet on the Croquet lawn introduce students to the experience of children in the past from all classes of society.
- A group trail activity encourages students to explore the gardens for clues based on a logic game. Based on a historical mystery, students are asked to pretend that they have returned to the past and must determine which party guest has broken a birthday porcelain doll. By reading the clues and matching them to a trail sheet, students can isolate a single clue based on creating matrices of matched items. Eg. Clue 1: Eliminate the party guests who have glasses.

Historical Skills:	Key Concepts:
Sequence historical people and events using timelines Use historical terms and concepts of the period Identify questions to inform an historical Inquiry and develop key questions about their local region Identify and locate a range of relevant sources from the world wide web and local sources Compare information from a range of sources Identify points of view in the past and present Use a range of communication forms (oral, graphic, written) and digital technologies to present to audiences	Sources (Evidence) Continuity and change Cause and effect Significance Perspectives Empathy Contestability

Historical Knowledge and Understanding	Local Context	Student Activities <i>including pre and post visit</i>	General Capabilities (GC) Cross Curricula Priorities (CCP) Other Learning Areas (OLA)	Research and Resources <i>For pre and post visit activities</i>
Yr1 Differences in family structures and roles	Students examine the history of the Armytage family from 1880s – 1910.	Pre visit research and activities – <ul style="list-style-type: none"> • A brief outline of the history of the house is provided to teachers in a PDF 	GC: Critical and Creative thinking; Personal and social capability;	PDF download for teachers

<p>today, and how these have changed or remained the same over time (ACHHK028)</p> <p>Yr2 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 (ACHHK044)</p>	<p>Students are introduced to the Armytage family story about squatters who became significant Melbourne landowners. This includes discussion of Caroline Armytage who became a widower and had to manage the family business and raise six children independently. A discussion of the place of women in the period is included.</p>	<p>download</p> <p>Site visit activities –</p> <ul style="list-style-type: none"> Students tour the rooms of the main house and examine clothing and images from the family. <p>Post visit activities –</p> <ul style="list-style-type: none"> Class create a timeline of the history of the house and the Armytage family 	<p>Ethical behaviour;</p> <p>OLA: English Geography</p>	
<p>Yr1 Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods, including family traditions, leisure time and communications. (ACHHK030)</p> <p>Yr2 The impact of changing technology on people's lives (at home and in the ways they worked, travelled,</p>	<p>Students explore the house and immerse themselves in a complete period environment. They are made aware that Como house does not represent an average middle class or typical home of the period. They are made aware that Como profiles both the wealthiest families and reveals the experience of lower independent service workers as well.</p>	<p>Site visit activities – Students undertake activities in the original 19th C kitchens and laundry. Activities include determining what technologies are missing from the original kitchen and laundry, looking at the role of servants, trying to be a servant by using a tray in a waiter race, remembering the correct bell for the correct room and doing laundry using water in tin tubs and a mangle.</p> <p>Post visit activities – Mystery Object puzzle shows actual items and artefacts that students have to determine their purpose.</p>	<p>GC: Critical and Creative thinking; Personal and social capability; Ethical behaviour;</p> <p>CCP: Sustainability</p> <p>OLA: English Physical activity</p>	<p>PDF download for teachers</p>

<p>communicated, and played in the past) (ACHHK046)</p>				
<p>Yr2 The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial (ACHHK045)</p>	<p>Students examine an early large scale drawing of Melbourne and discuss the many changes that have taken place.</p>	<p>Site visit activities – Students discuss what landmarks it reveals and why the artist drew very specific buildings like the Gaol and churches in great detail.</p>	<p>OLA: Geography</p>	<p>PDF download for teachers</p>