

# National Trust of Australia (Tasmania)

## Development of a pilot education program based on Runnymede

### 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

#### Year 2 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:

## ***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. The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial.
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 .

## **Overview**

The program for Year 2 is built around Runnymede in Hobart, a Georgian villa built in 1840, with an extensive collection of furniture, art works, family possessions and memorabilia from the three families who occupied it through the C19th.

Using the three families, the Pitcairns, the Nixons and the Bayleys, students will explore, recognise and appreciate the history of Runnymede and the New Town 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 Runnymede for Year 2

<b>Historical Knowledge and Understanding</b>	<b>Local Context</b>	<b>Student Activities</b>	<b>General Capabilities (GC) Cross Curricular Priorities (CCP) and Other Learning Areas (OLA)</b>	<b>Research and Resources</b>
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 Runnymede reveals about the Pitcairn, Nixon and Bayley families living in Newtown  What were the life experiences of the three families who lived at Runnymede?	Using the perspective of “My Place” students use available resources on the site to: <ul style="list-style-type: none"> <li>• What would have been here on the site before Runnymede was built?</li> <li>• Would Tasmanian aboriginal people have lived here?</li> <li>• Tell the story of why the Pitcairn family chose to build at Runnymede</li> <li>• Identify the building materials used in its construction</li> <li>• See in what ways Runnymede is different from modern houses</li> <li>• Find out who the Pitcairn family members were.</li> <li>• What activities did they engage in – work, play, school</li> <li>• How would they have travelled into</li> </ul>	GC: Literacy, Numeracy; ICT capability; critical and creative thinking; intercultural understanding.  CCP: Aboriginal and Torres Strait Islander histories and culture  OLA: English, Maths, Science, Geography	Website with downloadable versions (pdf) of current publications:  “A Rural Refuge” “Welcome to Runnymede” “Whaling Tour”  The My Place approach lends itself to an interactive application (ap) where students could build a profile of the house and when the different families lived there.  Such an ap could include an interactive map of the

		<p>Hobart?</p> <ul style="list-style-type: none"> <li>• Find out who Nixon family members were</li> <li>• Was the house changed in any way while they were living there?</li> <li>• How were the Nixon children educated?</li> <li>• Find out about the Bayley family members</li> <li>• Why would the captain of a whaling ship live so far from Hobart city?</li> <li>• Why would the garden have been important?</li> <li>• What kind of food would have been prepared and cooked in the kitchen?</li> <li>• At different times what was used to light the house?</li> </ul> <p>This envisages a guided tour of Runnymede with key questions 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>building, grounds, gardens, sheds providing a framework for a guided tour.</p>
<p>The importance today of an historical site of cultural or spiritual significance like Runnymede</p>	<p>Why is Runnymede so important to us today?</p>	<p>Distinguish between the past, present and future</p> <p>By focussing on a particular activity undertaken at Runnymede – eg 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 capability; critical and creative thinking; personal and social capability intercultural understanding.</p> <p>CCP: Sustainability</p> <p>OLA: English, Maths, Science, Geography</p>	<p>Make use of the resources of Runnymede – the original kitchen, equipment, fire, water supply; the coach house; the historical garden.</p> <p>Develop an application “A day in the life of....at Runnymede” which prompts students through a set of stimulus questions that draw from the Runnymede resource.</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>How does this contrast with life today –</p> <p>cooking; Have students find some old recipes and cook some of the food</p> <p>transportation;</p> <p>gardening</p> <p>work: different types of work in the home and as employment</p> <p>play: . Have students make and play games from the period etc</p>	<p>: Literacy, Numeracy; ICT capability; critical and creative thinking; personal and social capability</p> <p><b>CCP Sustainability</b></p> <p><b>OLA</b></p>	
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