

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 5

Year 5 Level Description

“The Australian Colonies”

The Year 5 curriculum provides a study of colonial Australia. 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 do we know about the lives of people in Australia's past and how do we know?
- How did an Australian colony develop over time and why?
- How did colonial settlement change the environment?
- What were the significant events and who were the significant people that shaped Australian colonies?

Historical Knowledge and Understanding

1. Reasons (economic, political, social) for *the establishment* of British colonies after 1800.
2. The nature of a colonial settlement in Australia.
3. The impact of a significant development or event on the colony.

Historical Skills

1. Chronology, terms and concepts: Sequence familiar objects and events
Distinguish between the past, present and future
2. Historical questions and research: Identify questions to inform an historical inquiry
Identify and locate a range of relevant sources
3. Analysis and use of sources : Locate information related to inquiry questions in a range of sources
Compare information from a range of sources
4. Perspectives and interpretations: Identify points of view in the past and present.
5. Explanation and communication : Develop texts, particularly narratives and descriptions, which incorporate source materials
Use a range of communication forms (oral, graphic, written, role play) and digital technologies.

Overview

The program for Year 5 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 C19.

Using the three families, the Pitcairns, the Nixons and the Bayleys, students will explore, recognise and appreciate the history of Runnymede as a significant example of the development of Hobart during the 19th Century, 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 Australian Colonies – Program Outline based on Runnymede for Year 5

Historical Knowledge and Understanding	Local Context	Student Activities	General Capabilities (GC) Cross Curricular Priorities (CCP) and Other Learning Areas (OLA)	Research and Resources
Reasons (economic, political, social) for <i>the establishment</i> of British colonies after 1800.	Based on what Runnymede reveals about the Pitcairn, Nixon and Bayley families living in New Town Background to British colonial expansion with particular reference to early settlement of Hobart town and	<ul style="list-style-type: none"> • Research the reasons behind the settlement of Hobart town in 1803-4 • Construct a time line of key events influencing the development of Hobart Town (1803/4 – 1900) and where Runnymede fits into this development. • Role play an interview with Gov. David Collins • Prepare a PMI examining the issues 	GC: Literacy, Numeracy; ICT capability; critical and creative thinking; Personal and social capability intercultural understanding.	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

	expansion to New Town	<p>surrounding the settlement of Hobart</p> <ul style="list-style-type: none"> • Tell the story of why the Pitcairn family chose to build a house on the site of the present Runnymede 	<p>CCP: Sustainability</p> <p>OLA: English, Maths, Science, Geography</p>	<p>(ap) where students could build a profile of the house when the different families lived there.</p> <p>Such an ap could include an interactive map of the building, grounds, gardens, sheds providing a framework for a guided tour.</p>
<p>The nature of a colonial settlement in Australia, including the factors that influenced patterns of settlement, aspects of the daily life of its inhabitants and how they changed the environment 1804 to 1900</p>	<p>What were the life experiences of the three families who lived at Runnymede?</p>	<ul style="list-style-type: none"> • Use paintings, sketches, maps and photographs to study patterns of settlement, aspects of daily life and how the environment of Hobart (including New Town) was changed between 1804 and 1900. • Using primary sources, convert to secondary sources by rewriting in your own words the following observations- • Find out who were Pitcairn family members. • What activities did they engage in – work, play, school • How would they have travelled into Hobart? • Find out who Nixon family members were • Was the house changed in any way while they were living there? • How were the Nixon children educated? • Find out about the Bayley family members • Why would the captain of a whaling ship live so far from Hobart Town • Why would the garden have been 	<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>Use electronic links to early maps of Hobart and Tasmania</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>Use resources from Tasmanian Museum and Art</p>

		<p>important?</p> <ul style="list-style-type: none"> • What kind of food would have been prepared and cooked in the kitchen? • At different times what was used to light the house? • Who were and what were the roles of the different employees (unpaid) in the house and did these roles change over time? • 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. • How does this contrast with life today – cooking; transportation; gardening? • What is important about remembering life at different times? 		<p>Gallery and National Trust holdings</p> <p>Links to Biographies of Robert Pitcairn Bishop Francis Nixon Captain Charles Bayley</p> <p>Use resources covering Richmond, Port Arthur, Hobart Penitentiary Chapel for: The penal system</p> <p>Walks to study architecture: Battery Point</p> <p>Hobart Town Model Village</p>
The impact of a significant development or event on the colony	Background to gradual expansion of Tasmania	<ul style="list-style-type: none"> • Coal River area used for wheat production • Colony used to support new settlement on Yarra River • Impact on population of gold discovery in Victoria • development of whaling industry • Causes of economic stagnation near end of 19C in Tasmania and the continuous history of Runnymede 	CCPs and GCs need adding in here. They will depend on how these various points are to be taught	<p>Links to Biographies of Robert Pitcairn Bishop Francis Nixon Captain Charles Bayley</p>
Reason that people migrated to Australia	Contribution of Pitcairn to the young colony – migration of the Scottish	Construct a time line of the European settlement of Tasmania from 1803 to 1900 Superimpose events at Runnymede or that owners of Runnymede contributed to during the period Impose the convict transportation period on the	GC: Literacy; numeracy; ICT; Critical and creative thinking; Ethical understandings; Intercultural understandings	<p>http://www.casahistoria.net/australia_immigration.htm#2._White_Immigration</p>

	<p>Migration of English</p> <p>Migration of the Welsh</p> <p>Migration of the Irish</p> <p>Other nationals</p>	<p>timeline</p> <p>Explore what industrialisation meant to English workers and how that led to migration</p> <p>What were the economic drivers in Wales that caused people to become displaced</p> <p>How did the Potato Famine result in Irish coming to Australia, what other influences were there?</p>		
<p>The role of significant individuals on the colony</p>	<p>Why is Runnymede so important to us today?</p>	<ul style="list-style-type: none"> • Robert Pitcairn - the abolition of convict transportation and its effects on the colony plus the introduction of representative government • Bishop Nixon - the establishment of the Anglican church and sectarian divisions • Captain Bayley – the whaling industry in Tasmania and its influence on the development of Hobart Town 	<p>GC: Literacy, Numeracy; ICT competence; Critical and creative thinking; Ethical understanding intercultural understanding.</p> <p>CCP: Sustainability</p> <p>OLA: English, Maths, Science, Geography</p>	<p>Use resources from Tasmanian Museum and Art Gallery and National Trust holdings</p> <p>Links to Biographies of Robert Pitcairn Bishop Francis Nixon Captain Charles Bayley</p>