

## YEAR 2: The Past in the Present

### OLD FARM STRAWBERRY HILL

#### OVERVIEW OF PROGRAM – source ACARA Australian Curriculum: History v.4

Using **Old Farm Strawberry Hill (OFSH), Albany** as an example, students explore, recognise and appreciate the history of the place.

They examine the remains of the past and consider why the place 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 will be investigated within the historical context of **Old Farm Strawberry Hill (OFSH)** to facilitate an understanding of the past and to provide a focus for historical inquiries.

The two strands of Historical Skills and Historical Knowledge and Understanding are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to the place. The order and detail in which they are taught are programming decisions.

Students will use the following **KEY INQUIRY QUESTIONS** to discover:

- 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?

This program allows students to develop historical skills through key concepts appropriate to their age and ability.

**Historical Skills:**

Sequence familiar objects and events

Distinguish between past, present and future

Pose questions about the past using sources provided

Explore a range of sources about the past

Identify and compare features of objects from the past and present

Explore a point of view

Develop a narrative about the past

Use a range of communication forms (oral, graphic, written, role play) and digital technologies

Each section of this program notes the relevant general capabilities (GC), cross-curriculum priorities (CCP) and links to other learning areas (OLA)

<b>Historical Knowledge and Understanding</b>	<b>Local Context</b> <i>This site lends itself to historical inquiry re:</i>	<b>Student Activities</b> <i>including pre and post visit</i>	<b>General Capabilities (GC)</b> <b>Cross Curricula Priorities (CCP)</b> <b>Other Learning Areas (OLA)</b>	<b>Research and Resources</b> <i>For pre and post visit activities</i>
<p>The history of a, building, site or part of the natural environment in the local community and what it reveals about the past (ACHHK044)</p>	<p>Read clues from the building and site to discover its purpose and significance</p> <p>What evidence is there to show how the place has changed?</p>	<p><i>Pre Visit activities –</i></p> <ul style="list-style-type: none"> <li>• Students view their school from birds eye perspective – street view Google maps (Project on electronic whiteboard for discussion) Teacher led discussion on what can be seen.</li> <li>• Students view map of OFSH and discuss differences with above</li> </ul> <p><i>Site visit activities –</i></p> <ul style="list-style-type: none"> <li>• Under supervision of education officer, students find evidence of the original land use – water source; land formation; quality of soil</li> <li>• Students discuss the changes in the environment – farming, home, gardens</li> <li>• Practical Activity: Students carry water from water source to homestead</li> <li>• Practical Activity: Wash clothes with washboard or by hand</li> <li>• Practical activity: Water the garden, or seasonally appropriate activity such as weed or plant or harvest garden</li> </ul> <p><i>Post Visit activities –</i></p> <ul style="list-style-type: none"> <li>• Compare images and discuss</li> <li>• Students view 1830s sketches of OFSH. They create art works relating to place – drawings, craft</li> </ul>	<p>GC: Literacy; Creative and Critical Thinking;</p> <p>CCP: Aboriginal histories and cultures; Sustainability</p> <p>OLA: English; Maths; Geography; Arts; Science</p>	<p><i>Please note, some reading materials may be unsuitable for this age group of students</i></p> <p>Sketches, paintings etc and photos of Old Farm Strawberry Hill for discussion</p> <p>Photos of Bird family who lived there</p> <p>Spencer Family information and images</p> <p>Evidence of original land use and significance for Aboriginal people</p> <p>Relevant children’s literature</p> <p>Information about agricultural practices: seasonal crops</p> <p><u>Student Activities</u></p> <p>Landscape sketching</p> <p>NTWA Photo &amp; Story competition - <a href="http://www.valuingheritage.com.au">www.valuingheritage.com.au</a></p>

		<p>works etc</p> <ul style="list-style-type: none"> <li>• Write or present a recount on an aspect of the visit and/or narrative writing from the perspective of someone living at the Farm in the 'olden days'</li> <li>• Use information and knowledge gained to enter National Trust of Australia (WA) Photo &amp; Story competition – (Australian Curriculum: History links available for teachers) <a href="http://www.valuingheritage.com.au">www.valuingheritage.com.au</a></li> </ul>		
<p>The importance today of an historical site of cultural or spiritual significance (ACHHK045)</p>	<p>The historic and cultural significance of the place</p> <p>What other places in the local context have historical and cultural significance?</p>	<p><i>Pre Visit activities –</i></p> <ul style="list-style-type: none"> <li>• Students discuss the differences between their own lives and those of their parents and/or grandparents as children. Create a Now and Then chart using words and pictures.</li> <li>• Students make a list of what they would miss most if they went back in time eg television</li> </ul> <p><i>Site visit activities –</i></p> <ul style="list-style-type: none"> <li>• Consider who has used this land in the past and how. Discuss what makes the site significant</li> <li>• Take photographs of favourite artefacts and places for post visit activity – “What three things would you save if the place was threatened by fire and why would you make this choice?”</li> </ul> <p><i>Post Visit activities –</i></p> <ul style="list-style-type: none"> <li>• Use photos taken during the visit to illustrate the students choices of what they would save and why</li> </ul>	<p>GC: Literacy; Creative and Critical Thinking;</p> <p>CCP: Sustainability</p> <p>OLA: English; Geography</p>	<p>Teachers/students take photographs of artefacts and places for post visit identification and for post visit activity</p> <p>Photos/sketches of original farm and land and layout of farm and grounds</p> <p>Background information for teachers re Spencer and Bird families at Old Farm Strawberry Hill</p> <p><u>Student Activities</u></p> <p>NTWA Photo &amp; Story competition - <a href="http://www.valuingheritage.com.au">www.valuingheritage.com.au</a></p> <p>Year 2 PMI Chart</p>

		<ul style="list-style-type: none"> <li>• Plus Minus Interesting chart of the importance of OFSH to the community of Albany today</li> <li>• Write/Create recount using PMI chart</li> <li>• Discuss suitable future uses of the place for the community with follow up activity</li> <li>• Use information and knowledge gained to enter National Trust of Australia (WA) Photo &amp; Story competition – (Australian Curriculum: History links available for teachers) <a href="http://www.valuingheritage.com.au">www.valuingheritage.com.au</a></li> </ul>		
<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) (ACHHK046)</p>	<p>Comparison of technology between the past and the present</p>	<p><i>Pre Visit activities –</i></p> <ul style="list-style-type: none"> <li>• Students make a list of the objects used at home on a daily basis for jobs and leisure activities eg television, computers, washing machine etc</li> </ul> <p><i>Site visit activities –</i></p> <ul style="list-style-type: none"> <li>• View artefacts at OFSH and discuss what they were used for and what their equivalent is today. Note what is not there that students expect to see</li> <li>• Take photographs of artefacts for post visit activity</li> </ul> <p><i>Post Visit activities –</i></p> <ul style="list-style-type: none"> <li>• Make a Then and Now chart that compares different useful artefacts showing how each works</li> <li>• Role play how different artefacts were used in the past</li> </ul>	<p>GC: Literacy; Creative and Critical Thinking;</p> <p>CCP: Sustainability</p> <p>OLA: English; Science</p>	<p>Photographs of artefacts for post visit identification and for post visit activity</p> <p>Websites to identify artefacts</p>