

YEAR 2: The Past in the Present
Peninsula Farm (Tranby)



BACKGROUND

Peninsula Farm (Tranby) is the site of one of the first farms in the Swan River Colony and the earliest residence still standing in the metropolitan area. It offers a unique opportunity to explore the first years of European settlement in Western Australia. Constructed by Joseph Hardey in 1839, it was the third house he had built on the Peninsula, a property originally granted to him in 1830. Over the years the house was added to and expanded outwards and upwards. At the same time, the farm became smaller and smaller. Peninsula Farm remained in the Hardey family until 1913. Joseph Hardey, and his son Richard, who took over management of the property in the late 1860s, were highly influential in the religious, business and political activities of the colony. Peninsula Farm, however, tells more than just these stories. It also tells of their wives and daughters, the women and others who ran the house and the workers who ran the farm. It tells of farming, and how families and the young colony sustained themselves on a daily basis. Peninsula Farm (Tranby) today consists of only the homestead and surrounding garden.

OVERVIEW OF PROGRAM

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.

This National Trust of Australia (WA) program is associated with the Year 2 Australian Curriculum: History. The central component of the program is an excursion to historic Peninsula Farm (Tranby). The program provides suggestions of pre-visit and post-visit activities that integrate the teaching of historical knowledge, understandings and skills. It should be adapted to suit your needs. Use as little or as much of the program as you wish; incorporate your own activities and teaching methodologies; or choose to focus on one or several key inquiry questions.

Peninsula Farm (Tranby) Excursion

We offer half day or a full day excursion to Peninsula Farm (Tranby).

The house can accommodate up to 60 students at any one time. For this age the suggested ratio is 1 adult to every 5 students.

All student activities are conducted by National Trust of Australia (WA) Education Officers.

Activities include:

1. The Tranby story – history of a significant historical site
2. Tour of Tranby – compare daily life and technology past and present
3. 'Time to Play' – play old fashioned games and compare technology to present day toys and games
3. Artefacts – compare objects from the past and present and discuss the impact of changing technology on people's lives
4. Windmill craft – investigate the process of growing wheat in the 'olden days' and make a wind powered mill

To make a booking:

Contact the National Trust to make a booking

Email: trust@ntwa.com.au

Phone 9321 6088

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

- What aspects of the past can you see today? What do they tell us?
Tour the house and grounds. Look for evidence of the past and what it reveals about daily life at Peninsula Farm (Tranby)
- What remains of the past are important to the local community? Why?
The architecture, ornaments, fixtures and family memorabilia provide evidence of the past and opportunities for discussion about the heritage value of Peninsula Farm (Tranby).
- How have changes in technology shaped our daily life?
Tour the house and look for examples of nineteenth century technology to compare with present day.

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

Historical Skills:

Sequence historical people and events
Distinguish between the 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

Key Concepts:

Continuity and change
On a tour through Peninsula Farm (Tranby) students can identify how changes in lifestyle and technology have affected the way homes are built and the way people do things

Cause and effect
Through the story of Peninsula Farm (Tranby) students identify the changing roles of the house

Perspectives
Students learn about the roles and responsibilities of children in the past providing an insight into how people's perspectives are determined by their circumstances

Empathy
Students see how the Hardey family lived and hear stories about what their life was like and make comparisons with their own life to develop empathy with the settlers experiences

Significance
Students develop an understanding of what makes Peninsula Farm (Tranby) special and worth keeping for future generations

<p>The history of a significant building in the local community and what it reveals about the past (ACHHK044)</p>	<p>Where did the name Tranby come from?</p> <p>Who lived at Tranby?</p> <p>What can we learn about the Hardey family by exploring the house?</p> <p>What different purposes was Tranby used for?</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><u>Pre visit activities –</u> Pose questions about the Past * Distinguish between the past and the present. What do these terms mean? As a class, small group or individually students complete the ‘K’ AND ‘W’ sections of a KWL Chart (Student Activity 1) – ask the students what they KNOW about the past and what they WONDER about the past (these should be written as questions and copies brought to Peninsula Farm (Tranby) on the day of the excursion). Ask students to think about how we can answer their questions about the past, eg. guest speakers, books, photos, excursion. * Think, Pair, Share on what the words ‘The past in the present’ mean. Show items or pictures from the past, eg. a photo or picture, a book, a letter or postcard, an artefact. One of the items should be a picture of Peninsula Farm (Tranby). Discuss what they tell us about the past. Would an excursion to Peninsula Farm (Tranby) help to answer some of their questions about the past?</p> <p><u>Excursion activities:</u> Activities led by NTWA Education and Learning Officers: * The Tranby story</p>	<p>GC: Literacy; Numeracy, Information and communication (ICT) capability, Critical and creative thinking</p> <p>CCP: Sustainability</p> <p>OLA: English; Mathematics, Arts</p>	<p>Websites</p> <p>Instructions for KWL Chart: http://www.education.com/reference/article/K-W-L-charts-classroom/</p> <p>PDFs Teachers</p> <ol style="list-style-type: none"> 1. Tranby timeline resource 3. Tranby timeline lesson plan <p>PDFs Students</p> <ol style="list-style-type: none"> 1. KWL Chart 2. Tranby Tour
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The importance today of an historical site of cultural or spiritual significance; for	Why is Peninsula Farm (Tranby House) important to us?	<p><u>Pre visit activities –</u> Investigating Historical Significance * Memory Boxes (See website for lesson plans)</p>	GC: Literacy; Critical and creative thinking; Personal and social capability	<p>Websites Lesson plans for Memory Box activity: http://hewit.unco.edu/dohist/</p>

<p>example, a community building, a landmark, a war memorial (ACHHK045)</p>		<p>The teacher models making a Memory Box by bringing 5-10 items to class that have personal or family value. Discuss the meaning and value of objects. Students interview an adult about what items they have or wish they had saved and why. Discuss the findings and create a list of the types of items people save and why they save them. Students develop their own 5-10 item Memory Box about themselves and explain why they selected their items.</p> <p><u>Excursion activities:</u> Activities led by NTWA Education and Learning Officers: * Tour of Tranby</p> <p><u>Post visit activities –</u> Using a range of communication forms to investigate historical significance * Revisit the Memory Box activity and the reasons people save items. Discuss the value/significance of Peninsula Farm (Tranby). Do students think that the property should have been saved by the National Trust and kept for the future? * Imagine you are taking your family to Peninsula Farm (Tranby). Use Student Activity 2 to design a tour through Peninsula Farm (Tranby) to show them what is special and significant about the property. * Discuss suitable future uses of the property for the community.</p>	<p>CCP: Sustainability</p> <p>OLA: English;</p>	<p>teachers/plans/histpres/pres1.pdf</p> <p>Download a brochure and entry form for NTWA Photo and Story Competition:</p> <p>http://www.valuingheritage.com.au/Competitions.html</p>
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		<p>Develop a narrative about the past * NTWA Photo and Story Competition (See website for entry form and details)</p>		
<p>Historical Knowledge and Understanding</p>	<p>Local Context <i>This site lends itself to historical inquiry re:</i></p>	<p>Student Activities</p>	<p>General Capabilities (GC) Cross Curricula Priorities (CCP) Other Learning Areas (OLA)</p>	<p>Research and Resources</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) (ACHHK046)</p>	<p>Continuity and change in technology with particular reference to farming, washing, cooking, cleaning, communication, transport</p>	<p><u>Pre visit activities –</u> Changes in technology over time * Reminiscence Boxes - (See website for booking details) Observe and handle artefacts. Discuss what they were used for in the past. Select one item, eg. washboard, whisk etc. Investigate who invented the item and illustrate how it has changed over time. What is it replaced with today?</p> <p><u>Excursion activities:</u> Activities led by NTWA Education and Learning Officers: * Tour of Tranby * Artefacts – now and Then * Windmill craft * Old fashioned games</p> <p><u>Post visit activities –</u> Changes in technology over time * Farming past and present –</p>	<p>GC: Literacy; Numeracy; Information and communication technology (ICT); Critical and creative thinking</p> <p>CCP: Sustainability</p> <p>OLA: English; Maths; Science</p>	<p><i>Visit the following websites</i> Reminiscence Boxes: http://www.valuingheritage.com.au/Reminiscence_Boxes.html</p> <p>Information about artefacts: www.oldandinteresting.com</p> <p>Grain Based Food Education Resources: http://www.grainchain.com</p>

		<p>(see website for interactive presentations and worksheets)</p> <p>Research how wheat is grown and flour is made in present times. Grow your own wheat and record growth in a 'Grain Growth Journal'. Compare modern techniques with those used by Joseph Hardey. What has stayed the same? What has changed? Why were the changes necessary? Research and create a chart of what wheat is used for today.</p>		
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