

## Year 1: Present and Past Family Life

Each excursion includes a National Trust Education Presenter telling the story of the Harper family, who lived at Woodbridge, through an interactive power point presentation. The children listen to the story and start making comparisons between their own life and that of the Harper family. Children are split into smaller groups for part of the session which may include:

**Tour of the house** – an essential part of the programme. The children use inquiry learning to identify what aspects of family life have changed and remained the same.

**Artefacts:** Students are introduced to various artefacts and identify which are new and which are old.



The house can accommodate up to 60 students at any one time. It is suggested that the school supervisory team consist of: 1 adult to 5 students. Please note that not all parts of the building are accessible to people in wheelchairs. The toilet facilities are upstairs and there is a downstairs staff toilet with limited disability access.

We offer a half day visit which runs for approximately two hours and includes a small break for morning tea. Parent helpers are encouraged and are free of charge. A full day option may be arranged, please contact Education Officers to discuss this. We ask that the children bring a snack and water bottle to enjoy for morning tea outside. However the children will need to take their rubbish back to school with them.

If it happens to rain on the day of your excursion the children can take shelter on the verandah of the house for morning tea and there is room inside the house to conduct the hands-on activities.

Bus entry to Woodbridge is through the grounds of Guildford Grammar School. There is no onsite parking for coaches. A few cars can access parking at Woodbridge through the grounds of Governor Stirling Senior High School. There is additional street parking on Ford Street outside Governor Stirling Senior High School.

**CURRICULUM LINKS**

Content Strand		Knowledge and Understanding				Humanities and Social Sciences Skills			
Key Concepts	Geography	Place	Space	Environment	Interconnection	Sustainability	Scale	Change	
	History	Source	Evidence	Continuity and Change	Cause and Effect	Perspective	Empathy	Significance	Contestability
General Capabilities		Literacy	Numeracy	ICT capability	Critical and creative thinking	Personal and social capability	Ethical understanding	Intercultural understanding	
Cross- Curriculum Priorities		Aboriginal and Torres Strait Islander histories and cultures		Asia and Australia's engagement with Asia			Sustainability		

**CONTENT DESCRIPTION AND ACHIEVEMENT STANDARDS**

Knowledge and Understanding	Humanities and Social Sciences Skills	Relevant Aspects Of The Achievement Standard
<p><b>Geography</b> Places have distinctive features</p> <ul style="list-style-type: none"> <li>The natural, managed and constructed features of places, their location on a pictorial map, how they may change over time and how they can be cared for (ACHGK005)</li> </ul> <p><b>History</b> Present and past family life</p> <ul style="list-style-type: none"> <li>Differences in family sizes, structures and roles today and how these have changed or remained the same over time (ACHHK028)</li> <li>How the present, past and future are signified by terms indicating time as well as by dates and changes that may have personal significance (ACHHK029)</li> <li>The differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods and how daily lives have changed (ACHHK030)</li> </ul>	<p><b>Questioning and Researching</b></p> <ul style="list-style-type: none"> <li>Reflect on current understanding of a topic</li> <li>Pose questions about the familiar and unfamiliar</li> <li>Locate information from a variety of provided sources</li> <li>Sort and record selected information and/or data</li> </ul> <p><b>Analysing</b></p> <ul style="list-style-type: none"> <li>Identify relevant information</li> <li>Process information and/or data collected</li> <li>Explore different points of view</li> <li>Represent collected information and/or data into different formats</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>Draw conclusions based on information and/or data displayed in pictures, texts and maps</li> <li>Participate in decision-making processes</li> </ul> <p><b>Communicating and Reflecting</b></p> <ul style="list-style-type: none"> <li>Present findings in a range of communication forms, using relevant terms</li> <li>Develop texts, including narratives, that describe an event or place</li> <li>Reflect on learning and respond to findings</li> </ul>	<p>At Standard, students pose questions, locate, sort and record collected information and/or data from provided sources. They identify and process relevant information and/or data by categorising, sequencing events and exploring points of view. Students use different formats to represent their information, and draw simple conclusions. They participate in decision-making processes by contributing to group discussions. Students share their findings in a range of ways, and develop simple texts, using some relevant terms. They reflect on what they have learnt using oral and/or written forms.</p> <p>Students describe how spaces are used in their <u>local community</u>. They categorise the natural, managed and constructed <u>features</u> of places. Students describe how the <u>features</u> of places can be cared for and changed over time. They describe the <u>weather</u> and seasons for selected places, and locate the equator and the northern and southern hemispheres. Students describe how families have changed or remained the same over time. They describe how daily lives <u>change</u> over generations, and consider the personal <u>significance</u> of events in the present, past and future.</p>

Source: Schools Curriculum and Standards Authority, <http://k10outline.scsa.wa.edu.au>

## INTRODUCTION

Woodbridge is a two storey Victorian house nestled on the banks of the Swan River in Woodbridge east of Guildford. The impressive house features iron lace work, tessellated tile floors, a polished jarrah staircase and displays many pieces of original furniture. The place was designed and built as a family home and centre of operations for the agricultural enterprise of prominent agriculturalist, legislator and newspaper proprietor Charles Harper. Woodbridge is linked with Captain James Stirling, first governor of the Swan River Colony. The site of Woodbridge was part of Governor Stirling's "Woodbridge" reputedly the finest of the early rural grants on the Swan River and thus part of one of the earliest farms developed. The area reminded him of his wife Ellen's family home near Guildford in England. In 1829 he built a small cottage on the land and named it after their farm. Stirling left the colony in 1839 and the land was leased.

By 1883 Henry Brockman owned the whole of Woodbridge Estate. Charles Harper bought 273 acres (lower Woodbridge Farm) that year to build a family home and run a farm that included a dairy and an orchard. Charles and Fanny Harper and their children moved into the completed house in 1885. In 1896 Charles opened a school in the billiard room for his ten children and those of neighbouring friends. Charles died in 1912 but Fanny, with two of her daughters, lived at Woodbridge until 1921.

Since then Woodbridge has a varied history having been used as a gentleman's residence, a preparatory school, a home for aged women and as an annexe for Governor Stirling Senior High School. From the kitchen to the extensive entertaining areas, Woodbridge today reflects its role as home to Charles and Fanny Harper, their children and servants.

## TOPICS TO EXPLORE

The Year 1 curriculum provides a study of present and past family life within the context of the students' own world. Students learn about similarities and differences in family life by comparing the present with the past. They begin to explore the links, and the changes that occur over time.

Woodbridge is furnished to reflect the late Victorian and early Edwardian periods. There are many pieces of furniture known to have belonged to the Harpers providing opportunities to make comparisons between the 'old' and the 'new' way of doing things.



**WOODBIDGE LENDS ITSELF TO THE DEVELOPMENT OF THE FOLLOWING THEMES:**

- Families: explore a grand 19<sup>th</sup> century family home in order to compare own family with a family from the past; in terms of size, structure and roles
- Time: develop terminology to indicate time through storytelling, e.g. past and present, old and new, then and now
- Daily life: Hear stories about the daily life of a colonial family
- Play old fashioned games
- Communication now and then
- On a tour through Woodbridge students can identify what aspects of family life have changed and remained the same
- Through the story of the Harper family students consider how and why families have changed over time in terms of size, structure and roles
- Students learn about the roles and responsibilities of children in the past providing an insight into how peoples' perspectives are determined by their circumstances
- Students see how the Harper 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
- Students develop an understanding of what makes Woodbridge special and worth keeping for future generations



## PRE-VISIT ACTIVITIES

- My Family: Draw a picture and write a sentence about your family. As a class, compare pictures and write down ideas about what a family is.
- Family collage: Students create a poster, including photos, drawings, stories, clipart, magazine pictures to represent their family. One child shares their poster each day.
- Who lives at my house? Children cut out and decorate a house. Then cut out a people chain to show the people who live at their house. Discuss: if you live under the same roof as someone are they your family? Refer to Teacher Resource 1 and Student Resource 1
- Read books: e.g. 'Families' by Susan Kuklin.
- Family trees – Children draw the trunk of a tree with several branches. Cut out leaves and write the names or paste pictures of family on them. Glue on to tree (mum and dad at the top and children at the bottom). Compare size and structure of families within the class
- Class graph: compare family sizes. Refer to Teacher Resource 2
- Children record the chores that they do at home.
- Sequence photos to show personal changes over time (baby, toddler, pre-school & primary) and describe physical changes
- Show and tell - students bring to school an item that is significant to their family – is it old or new? Discuss the value of the item and the care that must be taken in displaying it at school.
- Interviews: As a class come up with 3 or 4 questions about what you would like to know about the childhood of a parent / grandparent. Predict and list similarities and differences. As homework interview parent / grandparent. Present answers in writing with a portrait of the person interviewed
- Categorise information – Venn Diagram or Y Chart and discuss similarities and differences between students' lives and those of parents or grandparents.

## POST VISIT ACTIVITIES

- Comparing Roles: Students create a poster. They draw a picture of themselves doing a chore on one half of the page and a child completing the same chore in the past on the other half. Make statements about what has remained the same and what has changed over time.
- Make the Harper family tree. Using large body shapes cut from large sheets of paper, design clothes for each member of the Harper family, give them hair and a face. Compare the Harper family with your own family. Discuss similarities and differences in terms of size and structure.
- Print photos of excursion and place them in order from what happened first to what happened last.
- Class recount of Woodbridge excursion. Children illustrate the recount and make it into a class book. \* As a class, label photos of artefacts taken during your excursion to Woodbridge, eg. mangle, chamber pot, bellows, wash board, knucklebones. Make a display in the classroom of these photos to show things from the past. Children illustrate what they use in the present to complete the same task.
- Set up an 'olden days' kitchen in the home corner for role playing life in the olden days
- Make damper and butter the old fashioned way. Refer to Teacher Resources 3 and 4
- In small groups, children create a now and then poster to show similarities and differences between past and present, eg.

- Shelter
- Food
- Clothing
- Chores
- Schooling
- Transport



## Who Lives in my House?

**Aim:** To show how everyone's family is different, and yet similar.

### What You Need:

- 1 piece of A4 white paper/card or worksheet "In my house there are \_\_ people."
- Rulers, textas, pencils, glue, scissors
- Variety of coloured pieces of paper and stencils of shapes for children to trace around (optional if making own houses)
- Paddle pop sticks

### What You Do:

1. Set tables with: scissors, glue, pencils / textas and if children are going to make their own house – shape templates and a variety of paper in different colours and shapes.
2. Students collect an A4 piece of white paper or Student Activity 1 and write their name on it. This piece of paper can then be put aside.
3. If students are making their own house:

Students think about what shapes they could use to represent the parts of a house, eg. triangle for a roof, square for house, and rectangle for a door (optional).

Students select coloured paper and draw or trace around chosen shapes to make their house, roof, door, windows etc (optional).

Glue shapes together on to A4 paper to make a house (optional).

4. Decorate around the house with gardens, sky etc
5. Students collect 1 paddle pop stick for each person in their house.
6. Students decorate each stick to represent a person in their house and glue onto their picture.
7. Complete title on worksheet or label picture with title "In my house there are .... people."
8. Students share their pictures and discuss: If you live under the same roof are you family?
9. Brainstorm ideas and create a list about anything your students know about families. This may include history, traditions, family members, and feelings.
10. Read a book about families. Discuss different types of families that were in the book, or that the students bring up. Explain to students that there are many different kinds of families. Have them brainstorm other types of families that they can think of. Add these to list.
11. Define: what is a family?

### Class Graph – ‘How Many People in my Family’

**Aim:** Students interpret information from a class graph to compare similarities and differences in the size of families.

**What You Need:**

- Coloured squares / paper strips
- Large piece of coloured card or butchers’ paper
- Ruler
- Permanent marker

**What You Do:**

1. Guided Discussion. Ask students to recall the things they already know about families. Remind them that families can be different. Ask them some questions in review, such as: What kinds of families are there? Who makes up these different families? Did they have grandparents, parents, cousins, brothers, sisters, aunts or uncles? What makes a family?
2. Explain that today students will be making a graph to help make comparisons about the size of families. Ask students to predict what they might find.
3. Draw a graph on to a large piece of coloured card or butchers’ paper. Numbers down the side and student’s names across the bottom. Give your graph a title – ‘How Many People in my Family.’
4. Students look at the illustration they made of their family. Count how many people are in their family.
5. Each child then selects a coloured square for each person in his or her family (the squares must be the same colour).
6. Students glue their squares on to a strip of paper (they may need to trim their strip).
7. Each student glues his or her strip on to the graph.
8. Interpret and discuss results. How many people make up the largest/smallest family? What is the average size of families in the class?
9. Make and record predictions about the size of families in the past.



# Making Butter the Old Fashioned Way

### Aim:

To allow students the opportunity to explore an aspect of the past to develop empathy for people from the 'olden days'.

### Ingredients:

- 1 carton of cream
- 1 jam jar

### Procedure:

1. Pour cream into a jam jar so that it is about a quarter full. Don't fill up any more because the cream needs lots of room to move around in the jar.
2. Put the lid securely on the jar (adult to check) and then shake. Shake it up and down so that the cream hits the top and bottom of the jar. Don't stop!
3. After the butter is formed remove lid and drain any excess water or buttermilk. Pour cold water into the jar. Shake lightly for 5 seconds then throw the water away. Repeat until the water is clear and you have removed all the buttermilk from the outside of the butter.
4. Squeeze any remaining butter milk from the butter. This is important because buttermilk quickly goes sour. Squeeze the butter with your hand or the back of a spoon. Throw away the butter milk.
5. The butter will be slightly warm from being squeezed so put it in the fridge for 10 minutes.

### Serving Suggestions:

- \* Best served with freshly baked damper (see Teacher Resource 4)



### Damper recipe

#### Aim:

To allow students the opportunity to explore an aspect of the past to develop empathy for people from the 'olden days'.

#### Ingredients:

- 3 cups self-raising flour
- 1/2 tsp salt, optional
- 3 tbsp butter
- 1/2 cup milk
- 1/2 cup water



#### Procedure:

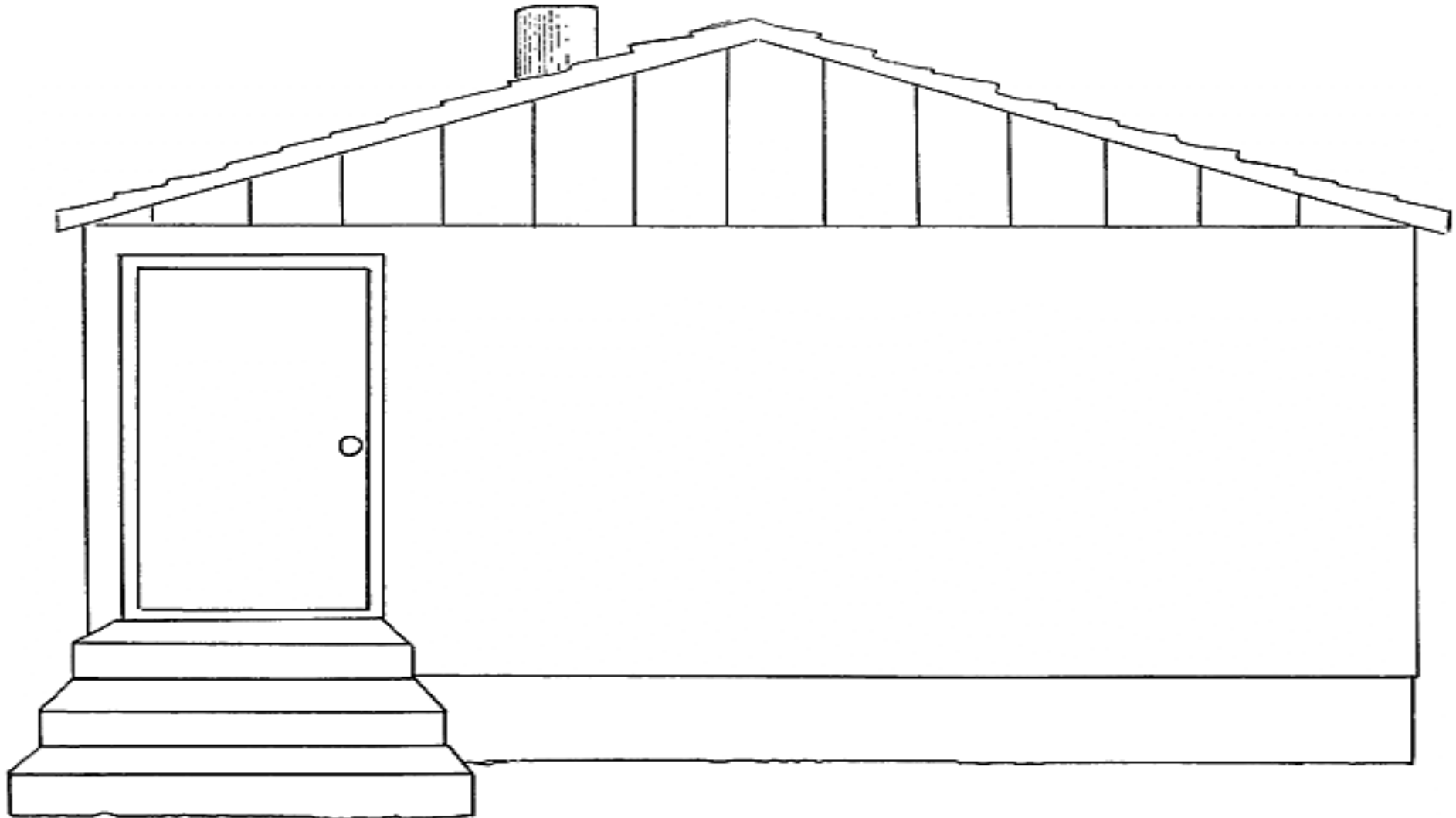
1. Preheat oven to 200°C.
2. Sift flour and salt into a bowl. Rub in butter until mixture resembles fine crumbs.
3. Make a well in the centre. Add the combined milk and water. Mix lightly until dough leaves sides of bowl.
4. Gently knead on a lightly floured surface and then shape into a round 15-16cm diameter.
5. Put on a greased oven tray.
6. Brush top of dough with milk. Sift a little extra flour over dough.
7. Bake for 10 minutes, or until golden brown.
8. Reduce heat to 170°C and bake another 20 minutes.

#### Serving Suggestion:

- \* Cut into slices.
- \* Best eaten with honey and butter (see Teacher Resource 3) the day it is made.

Student Activity 1: Who Lives in my house?

In my house there are \_\_\_\_\_ people.



Name: \_\_\_\_\_

## Roles and Responsibilities

Draw a picture of a job each person is responsible for in your family. Name each box, eg. mother/mum; father/dad; brother/sister; me. Cut the pictures out. Glue them onto the class 'Roles and Responsibilities' chart.


Name \_\_\_\_\_

## 'A Day in My Life'

Draw a picture and write a sentence to show four important events in your day.

Firstly	Next
Then	Lastly

Name: \_\_\_\_\_