

## Year 1: Present and Past Family Life



Each excursion begins with a National Trust Education Officer introducing the Hardey family, who lived at Peninsula Farm; this allows the children to start making comparisons between their own life and that of the Hardey Family. Students are divided into smaller groups for the tour and activities. Excursion options may include:

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

**Artefacts:** Students handle objects from the past and discuss similarities and differences with modern appliances and technologies.

**Sketching** – a comparison activity of the Hardey Family and their own.

**Peg Dolls** – looks at how children made their own toys using items found in the environment. The children use recycled fabric to make their own peg doll to take home.

**Old Fashioned Games** – further reinforces the scarcity of toys and games and the need to use resources found around the home to provide entertainment.

The house can accommodate up to 60 students at any one time. For Year 1 students it is recommended that the school supervisory team consist of 1 adult to 5 students. All timetables are coordinated by National Trust staff. Parent helpers are encouraged and are free of charge. Dressing up in 'olden days' clothes is encouraged but is not compulsory. Costume suggestions are available from National Trust Education Officers.

Please note, not all parts of the building are accessible to people in wheelchairs. The toilet facilities have limited disability access. Students need to bring food and water. We can provide tarpaulins for students to sit on and rubbish bins are available for use. Should the weather be inclement on the day of the excursion students can shelter on the verandah for morning tea and lunch and there is room inside the house to conduct hands-on activities.

Entry to Peninsula Farm is via Johnson Street, Maylands. There is onsite parking for a bus and a few cars.



**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
<b>Geography</b> Places have distinctive features <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> <b>History</b> Present and past family life <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>	<b>Questioning and Researching</b> <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> <b>Analysing</b> <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> <b>Evaluating</b> <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> <b>Communicating and Reflecting</b> <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 local community. They categorise the natural, managed and constructed features of places. Students describe how the features of places can be cared for and changed over time. They describe the weather 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 change over generations, and consider the personal significance of events in the present, past and future.</p>

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

## INTRODUCTION

Peninsula Farm 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 in the young colony sustained themselves on a daily basis. Peninsula Farm today consists of only the homestead and surrounding garden.

## 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. The programme provides suggestions of pre-visit and post-visit activities. The programme should be adapted to suit your needs. Use as little or as much of the programme as you wish. Incorporate your own activities and learning methodologies.





### PENINSULA FARM LENDS ITSELF TO THE DEVELOPMENT OF THE FOLLOWING:

- How has family life changed or remained the same over time? Explore the house and discover similarities and differences in family life by comparing the present with the past.
- Through the story of the Hardey 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 those who lived and worked at Peninsula Farm providing an insight into how peoples' perspectives are determined by their circumstances.
- 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 an appreciation of the family's experiences.
- How can we show that the present is different from or similar to the past? Students compare objects from the past with the present to identify similarities and differences (for example in cooking, washing, heating, lighting, hygiene, farming and toys).
- How do we describe the sequence of time? A tour through Peninsula Farm provides opportunities to develop vocabulary about the passing of time, when making now/then comparisons, as well as using terms that indicate time such as 'a long time ago', 'now and then', 'old and new'.
- Students develop an understanding of what makes Peninsula Farm special and worth looking after for future generations.



## PRE-VISIT ACTIVITIES

- **What is a family?** Who lives at my house? – (Teacher Resource 1/Student Activity 1) Discuss - If I live under the same roof as someone, are they my family? Read books about families to further define what makes a family. Encourage students to think broadly and inclusively.
- **Introducing my family** My Family - Revisit work from previous lesson on what makes a family. Students think about their own family and share who is in their family. List the different names students call people in their family, e.g. Mum, dad, etc. Students draw a picture of their family and label each person. Students share their illustration and discuss the different types of families within the class. Discuss ideas about the structure of families in the past.
- **Comparing families within the class** Class graph – (Teacher Resource 2) As a class, create a graph to show the size of families within the class. Discuss and interpret the graph, i.e. Who has the largest family? Who has the smallest family? What is the most common family in this class? What is the average size of families in the class?
- **My role in my family** - My role and responsibilities – Read a book that shows family members with clear roles (e.g. Berenstain Bears). Identify the roles (Papa, Mama, brother and sister) and responsibilities of each character. What are some of the jobs that students' families have and why do these need to be done? Students share what they, their siblings and parents do to contribute to the family. Can jobs be the responsibility of different people in different families? Students complete Student Activity 2. Use students' pictures to create a chart about roles and responsibilities. From the chart identify jobs that are always the responsibility of mums, dads, brothers and sisters and jobs that everyone could be responsible for. Students make predictions about the types of jobs mums, dads, brothers and sisters did in the past. Keep a list of these predictions to use after the excursion to Peninsula Farm.
- **Developing language of time/significance** Old or new -students bring to school an item that is significant to their family – is it old or new? What makes it significant? Create a display in the classroom. Past and present – Read books about the past. Identify language used to indicate it is set in the past, e.g. Once upon a time, a long time ago etc. Discuss what the past is (a moment ago, yesterday or a few years ago or hundreds of years ago).
- **Differences and similarities between my childhood and a parent or grandparent** Sequencing: 'A Day in my Life' – (Student Activity 3) Think, Pair, Share: Children think about the activities they do every day, i.e. breakfast, school, sport, TV. Students illustrate and write a sentence about each activity to show the sequence of their day. Develop interview questions for students to ask an older family member about their childhood. Discuss similarities and differences between the activities they do on a daily basis and what a parent or grandparent might have done as a child.

## POST VISIT ACTIVITIES

- **Comparing families past and present** The Hardey family - Students revisit the predictions they made about family structures in the past. Ask students to share what they discovered whilst at Peninsula Farm. Create a list of the names of each member of the Hardey family. Students draw and label their own picture of the Hardey family. If this activity was done on site, complete the drawings adding as much detail as possible, think about the clothes that the Hardeys may have worn, hair styles etc. How many people in the Hardey family? How many people in my family? How many more? How many children? What is the same about both families? What is different?
- **Comparing roles and responsibilities** Students revisit the predictions they made about household responsibilities in the past. Discuss what they discovered whilst at Peninsula Farm and make comparisons about what has remained the same and what has changed over time. Invite a grandparent to visit the class to share details about their childhood responsibilities and daily activities. Create an olden day's home corner. Provide a variety of olden day clothes, hats, braces, shoes etc alongside household paraphernalia that may have been used in the kitchen, laundry or shed. Students role play life in the olden days. 'The Kitchen,' 'The Laundry' or 'The Shed' Reminiscence Boxes can be borrowed from the National Trust, please email [trust@ntwa.com.au](mailto:trust@ntwa.com.au) for details and to book.
- **Developing language of time** Sequencing excursion photos - Print photos of the excursion and place them in order from what happened first to what happened last. Suggestions for recount writing ideas can be found at [www.scribd.com/document/7751608/Junior-Recount](http://www.scribd.com/document/7751608/Junior-Recount). Write a recount of the Peninsula Farm excursion. Keep in mind that children will have worked in groups and may have done the activities in a different order to their class mates. Children compile an illustrated display and / or book. As a class, label photos of artefacts taken during your excursion to Peninsula Farm e.g. mangle, chamberpot, bellows, washboard, knucklebones. Make a display in the classroom to develop vocabulary to discuss the past. Students develop a narrative about the past.
- **Differences and similarities between my childhood and that of a child in the 'olden days'** 'A day in the life of the Hardey children' – As a class make a timeline to show the important events in the Hardey children's day. Divide the class into groups. Each group is responsible for one aspect of the day. Students each draw a picture to contribute to their group's part of the class timeline. Students compare this timeline with their own. Compare and list the similarities and differences between the 'olden days' (Hardey family), the recent past (grandparents) and the present. Discuss possible reasons for the changes to our daily lives and whether or not all changes have been positive, consider what students like most about their modern lives, what they would miss in the olden days, what would be better or worse if they were a child living in Western Australia in the 1840s. Further suggestions are available at [www.scholastic.com/teachers/articles/teaching-content/olden-days/](http://www.scholastic.com/teachers/articles/teaching-content/olden-days/)
- Make damper and butter the old fashioned way. Refer to Teacher Resources 3 and 4
- Play Old Fashioned Games – 'Red Rover', skipping, ball and cup, spinning tops, marbles, hoop and stick
- Dress up in old fashioned clothes
- Write a letter to family, post it and see how long it takes to reach home; compare to modern methods of communication such as email or text.

## Who Lives in my House?

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

**Resources:**

- Paper/card or worksheet "In my house there are \_\_\_\_ people."
- Rulers, textas, pencils, glue, scissors
- Variety of coloured pieces of paper and stencils for tracing (optional if making own houses)
- Paddle pop sticks



**Instructions:**

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 paper or Student Activity 1 and write their name on it.
3. If students are making their own house:  
Students think about what shapes they could use to represent the parts of a house, e.g. triangle for a roof, square for house, and rectangle for a door.  
Students select coloured paper and draw or trace around chosen shapes to make their house, roof, door, windows etc.  
Glue shapes together on to A4 paper to make a house.
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? What is a "family"? Consider broad and diverse ideas.
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.

## 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.

**Resources:**

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

**Instructions:**

1. Guided Discussion. Ask students to recall the things they already know about families. Remind them that families can be different. What kinds of families are there? Who made up these different families? Did they have grandparents, parents, cousins, brothers, sisters, aunts or uncles? What makes a family?
2. Students will be making a graph to facilitate comparisons about the differing sizes of families. Ask students to predict what they might discover.
3. Draw a graph on to a large piece of coloured card or butchers paper. Numbers down the side and students’ 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 help develop empathy for people from the 'olden days'.

### Ingredients:

- 1 carton of cream
- 1 Jam Jar

### Method:

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 with the butter. 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 buttermilk 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 buttermilk.
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

**Aim:** To allow students the opportunity to explore an aspect of the past to help 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



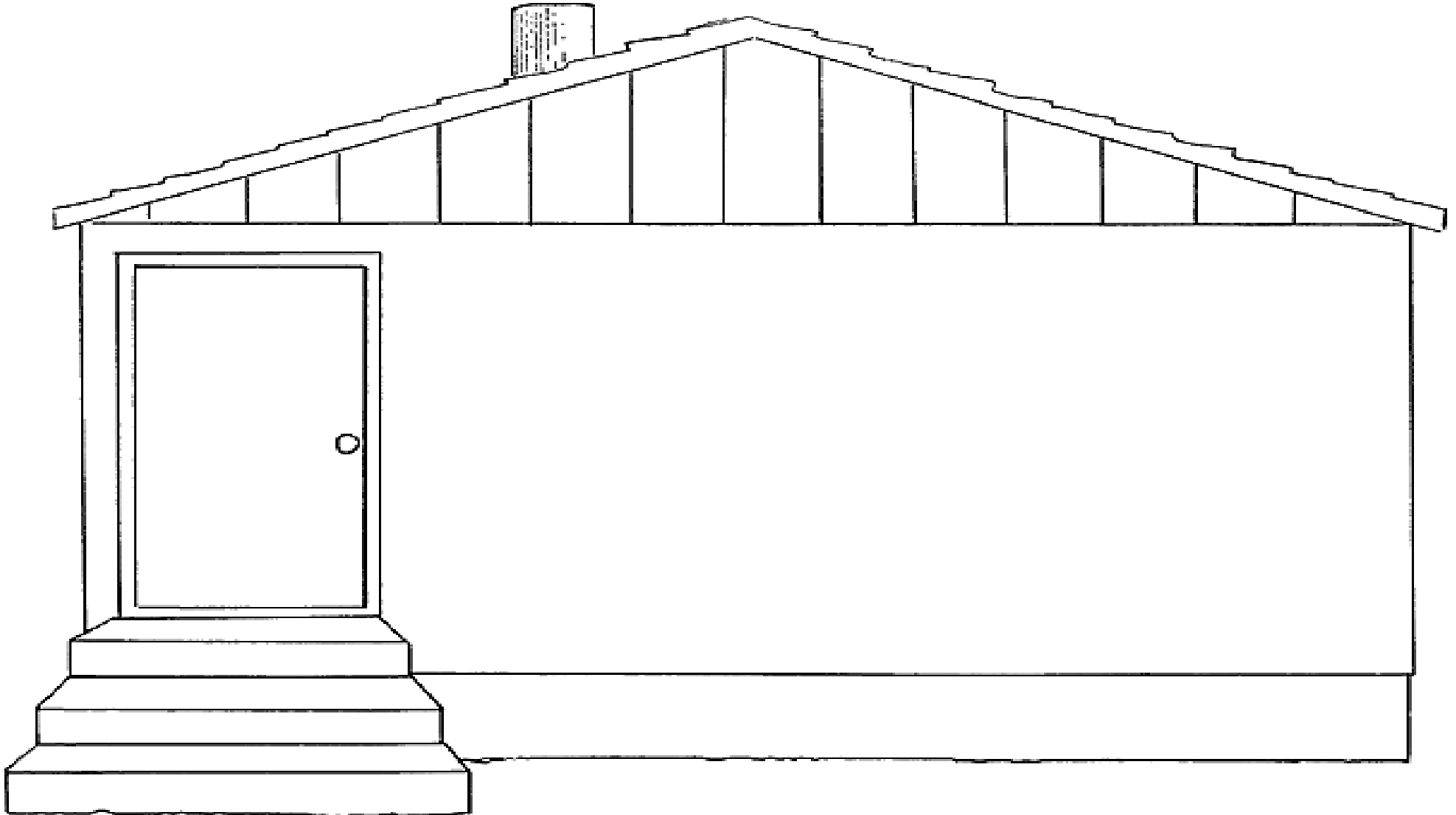
**Method:**

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.

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



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

## Roles and Responsibilities

Use one box for each person in your family. You might need another sheet if there are more than four people in your family. Draw or list some the tasks that different family members undertake regularly.


Name \_\_\_\_\_



## 'A Day in My Life'

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

<b>Firstly</b>	<b>Next</b>
<b>Then</b>	<b>Lastly</b>

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

Copy right NTWA 2017