

Year 2: The Past in the Present



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 activities. Excursion options may include:

Tour of the house – 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 – comparison activity of the Hardey Family and their own.

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

Windmills – looks at the process of making flour in the past. Mr Hardey had a windmill built on his farm; students make their own windmill to take home.

The house can accommodate up to 60 students at any one time. For Year 2 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 not compulsory. Costume suggestions are available from National Trust Education Officers.

Please note that 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
<p>Geography People are connected to many places</p> <ul style="list-style-type: none"> Local features and places are given names, which have meaning to people, and these places can be defined on a variety of scales, including personal (e.g. home), local (e.g. street, suburb or town), regional (e.g. state) and national (e.g. country) (ACHASSK048) <p>History The past in the present</p> <ul style="list-style-type: none"> The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past (ACHASSK044) The importance today of an historical site (e.g. community building, landmark, war memorial, rock painting, engraving) and why it has heritage significance and cultural value for present generations (e.g. a record of a significant historical event, aesthetic value, reflects the community's identity) (ACHASSK045) The impact of changing technology on people's lives (e.g. at home, work, travel, communication, leisure, toys) and how the technology of the past differs from what is used today (ACHASSK046) 	<p>Questioning and Researching</p> <ul style="list-style-type: none"> Reflect on current understanding of a topic Pose questions about the familiar and unfamiliar Locate information from a variety of provided sources Sort and record selected information and/or data <p>Analysing</p> <ul style="list-style-type: none"> Identify relevant information Process information and/or data collected Explore different points of view Represent collected information and/or data into different formats <p>Evaluating</p> <ul style="list-style-type: none"> Draw conclusions based on information and/or data displayed in pictures, texts and maps Participate in decision-making processes <p>Communicating and Reflecting</p> <ul style="list-style-type: none"> Present findings in a range of communication forms, using relevant terms Develop texts, including narratives, that describes an event or place Reflect on learning and respond to findings 	<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 locate major geographical divisions of the world, and describe places at a variety of scales. They describe the interconnections between people and places, and they identify the factors that influence people’s connections with others in different places. Students identify people, sites and parts of the natural environment in their local community that reveal information about the past, and those that have significance today. They identify examples of how technology has changed and its impact on people’s lives.</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 is one of the earliest residences 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 today consists of only the homestead and surrounding garden.

TOPICS TO EXPLORE

The Year 2 curriculum provides a study of local history and changes in technology. Students explore, recognize and appreciate the history of their local area by examining remains of the past and considering why they should be preserved. The property reflects the colonial home of a large family. There are numerous household objects displayed that provide opportunities to discuss the technologies of the olden days and compare these with modern appliances and lifestyles. The programme provides suggestions of pre-visit and post-visit activities, it should be adapted to suit individual needs. Please use as little or as much of the programme as you wish and incorporate your own activities and learning methodologies.



PENINSULA FARM LENDS ITSELF TO THE DEVELOPMENT OF THE FOLLOWING:

- What aspects of the past can you see today? What do they tell us? Tour the house and grounds. See evidence of how it has served as a family home, a farm and a National Trust property.
- 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.
- How have changes in technology shaped our daily life? Tour the house and look at examples of colonial technologies; compare with modern appliances and technologies.
- Identify how changes in lifestyle and technology have affected the way homes are built and the way people do things.
- Through the story of Peninsula Farm students identify the changing roles of the house.
- Students learn about the roles and responsibilities of children in the past providing an insight into how peoples perspectives are influenced by their circumstances.
- Students see how the Hardey family may have 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 Peninsula Farm special and worth keeping for future generations.



PRE-VISIT ACTIVITIES

- **Pose questions about the Past** - Distinguish between the past and the present. As a class, small groups or individually, students complete the 'K' and 'W' sections of a KWL Chart (Student Resource 1). Visit www.education.com/reference/article/K-W-L-charts-classroom/ for ideas. Ask the students what they *know* about the past and what they *wonder* about the past. Ask students to think about how we can answer their questions about the past, i.e. guest speakers, books, photos, excursion, museums. What does 'The past in the present' mean? Show items or pictures from the past, i.e. photo or picture, book, letter or postcard, or an object. One of the items could be a picture of Peninsula Farm. Discuss what they tell us about the past.
- **Investigating Historical Significance** - make a Memory Box (Teacher Resource 1) by bringing 5-10 items to class that have personal or family value. Visit <http://hewit.unco.edu/dohist/teachers/plans/histpres/pres1.pdf> for ideas.
- **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.
- **Changes in technology over time** - Reminiscence Boxes can be borrowed from the National Trust. 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? (Go to <http://www.oldandinteresting.com/> for ideas).



POST VISIT ACTIVITIES

- **Revisit the Memory Box** activity and the reasons people save items. Discuss the value/significance of Peninsula Farm. Do students think that the property should have been saved by the National Trust and kept for the future?
- **Distinguish between the past, present and future** - KWL Chart –Students review the questions they posed prior to the excursion about the past. Ask students to share what they LEARNED whilst at Peninsula Farm. Students complete the final part of their KWL chart.
- **The history of Peninsula Farm** - History of Peninsula Farm timeline (Teacher Resources 2 and 3) Students retell the story of Peninsula Farm. Each student then draws a picture and writes a sentence about a part of the story. This is used to create a class timeline that shows the history of Peninsula Farm. The change of name could be incorporated; students will have seen, onsite, primary evidence of the name given by the Hardey family. Students could suggest possible reasons for changing the name to Tranby; and why it is known as Peninsula Farm again.
- **Explore a range of sources about the past** - Investigate other historic places in the local community: Maylands Brickworks, Lake Bungana, Maylands Aerodrome, Maylands Station House, Peninsula Hotel, Albany Bell Castle. Add information to Peninsula Farm timeline to create a visual history of the Maylands Peninsula. Students may use the internet, newspapers, community information guides and local knowledge.
- **Imagine you are taking your family to Peninsula Farm.** Use Student Resource 2 to design a tour through Peninsula Farm to show your family what is significant about the property.
- **Discuss suitable future uses of the property for the community**
- **Changes in technology over time** - Farming past and present (Go to <https://www.grainchain.com/teachers/printed-resources> for ideas). 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.

Memory Box Activity



This activity introduces students to historic preservation in a personal and family context to develop an appreciation of the importance of saving and preserving items from everyday. Students will examine some olden days objects and gain an insight to life in the olden days and consider items from today that might be of value to future generations.

Students will discuss why people save objects from the past, consider creating their own and justify their selection of items through the development of a criterion. They will reflect on this to consider the significance of historic preservation for the wider community.

1. A staff member (i.e. the teacher) brings a selection of approximately 5-10 items that have been saved because they have personal or family value.
2. Discuss the meaning and value of these items; highlight the fact that sometimes the value is not monetary. Talk about the reasons people save things or discard them i.e. a special memory, time, person, place, achievement, sentiment or monetary value.
3. Students develop interview questions and select a friend or family member to interview about the precious items they have kept, or things that they wish they had kept, and the reasons they feel this way.
4. In small groups, share the results of these interviews; as a whole class identify the comments and observations that were common in the interviews. Use a Venn diagram to show the differences and similarities. Begin to formulate criteria for saving things from the past – what makes something precious or valuable?
5. Students brainstorm objects that they think should go into a memory box of their own. In small groups, justify their selections and prioritise their lists before reducing the number of items to just 10. Objects might include letters, jewellery, keepsakes, medals, games, books, diaries, garments, photographs – anything that holds significance for an individual.
6. Students collect these 10 items to form their own memory box.
7. What do these objects tell others about life? How do they reflect the things that are important today, interests, hobbies, pastimes? Do these items match the criteria? Discuss the need to modify the criteria as a means of explaining why people find value in historic objects and why historic preservation is important.
8. Students write a reflection about the value of objects and what they tell people now and what they might reveal to future generations.



History of Peninsula Farm Timeline

Aim: In this activity students will develop skills of sequencing and concepts of continuity and change.

Materials:

- Paper, pencils
- Teacher Resource 3

Instructions:

1. Children sit in a circle. Ask some questions about the history of Peninsula Farm. Why the house was called Peninsula Farm? Who lived at Peninsula Farm? What was Joseph Hardey's wife's name? How many children did they have? What sort of things did Joseph Hardey have on his farm? What was Peninsula Farm used for after the Hardeys left?
2. As a class, orally retell the history of Peninsula Farm. Use Teacher Resource 3 to assist.
3. Provide each child with a piece of paper to illustrate one part of the history. Students may also write a sentence or short paragraph to go with their picture.
4. Create a physical timeline, across the classroom, using a piece of string, or as a display on a wall. The illustrations and text could also be made into a book.



History of Peninsula Farm

This history begins in England in 1829, in a place far away – Hull, in England. A gentleman named Joseph Hardey and his wife Ann boarded a ship named the *Tranby* in September 1829.

The voyage took many months and was cramped and uncomfortable for much of the time. The Hardeys were travelling to the Swan River where a new colony was being established by Governor James Stirling.



There were no shops at the new colony and so Joseph and Ann, and the other settlers on board the *Tranby*, brought with them everything they would need to begin a new life. They brought farming equipment and livestock, household furniture and linens, sewing and cooking equipment and a number of labourers and servants whose skills or trades that would be needed in the new colony.

After many months at sea the *Tranby* arrived in Fremantle in February 1830. Despite relief at arriving safely and excitement about their new adventure, the settlers suffered in the heat and were forced to camp at Fremantle for many weeks. The flies and mosquitoes contributed to their discomfort. With no roads yet established the Swan River was essential for transport. After many weeks some of the passengers of the *Tranby*, including Joseph and Ann, were allocated a grant on a peninsula of land located in Maylands.

Joseph set about clearing land for his home and livestock. He built fences and a small hut for Ann and his first daughter, Ann Margaret, who was born shortly after their arrival. The house was built using a “wattle and daub” construction method. The walls were packed with mud and the roof was made with thatched rushes from the river bank secured with ropes. Joseph and Ann welcomed two more daughters to their family. Mary Jane in 1832, and Susannah in 1834.

Joseph worked very hard; he was one of the first people to arrive in the colony with farming experience. Work was extremely hard and there were not many labourers to help. There were no chainsaws or tractors to assist with clearing the land. All the work was done manually using axes, shovels and ploughs. He planted crops such as rye, oats, turnips, barley and wheat.

In 1836 Sarah Elizabeth was born. Medical assistance was a long way away and their baby was not well. When she was just 26 days old she died of an unknown illness. The lack of medical knowledge and availability of qualified doctors meant that a great many people died from common illnesses that would be easily treatable today with modern medicines.

Teacher Resource 3

A year later Ann and Joseph had another daughter, Sarah. The Swan River used to flood regularly and contributed to the hardships endured by colonists with homes and crops washed away. Joseph's first wattle and daub hut was lost to the floods. A second hut, built the same way, was also lost in another flood. There is no historic record of the location of these huts. In 1839 Joseph built a brick house with a shingle roof. It was built on higher land overlooking the river and it still stands today. This was also the year another daughter, Elizabeth, was born. The original house was only a few rooms, it was added onto as the family grew and more room was required.

The farm continued to prosper with horses, cows and sheep thriving. Chickens provided eggs for the family and their servants. Joseph successfully established grape vines and olive trees. He built a barn and stables. He also built a flour mill to grind wheat to flour and this was a service he provided to nearby farmers. In 1844 Ann and Joseph had a son, Richard.

When Richard returned from boarding school Joseph gave him greater responsibilities running the farm; however Richard was not particularly interested in farming. He eventually purchased a property of his own in the hills. After his parents died he leased Peninsula Farm to other farmers for livestock agistment. Gradually Richard began to subdivide some of the land and sell off the blocks. Eventually only a small allotment remained which included his childhood home.

After Richard died his wife sold Peninsula Farm to a gentleman named Henry Baker. Mr Baker, a baker by trade, used the paddocks to graze cart horses that delivered his bread to local shops and families. After a time, Harold Cheshire purchased the property for its proximity to Ascot and used it to train his race horses. By the time Mr Cheshire sold the property the house was very run down. It was purchased by the Bond Corporation who saw the potential for redevelopment of the site as prime real estate for private residences with river frontage. Following significant opposition from the community these plans were scrapped. The National Trust was asked to care for the property.

Significant conservation works were undertaken so that the house could be opened as a house museum. Today the house reflects the home of the Hardey family in the 1830s and 1840s. It is one of the first farms established on the Swan River and helps visitors of all ages appreciate the challenges and achievements of some of the first European settlers in Western Australia.



K	W	L
What do you KNOW about the past?	What do you WONDER about the past?	What have you LEARNED about the past?

Name _____

My Tour of Peninsula Farm

You are taking your family to visit Peninsula Farm. You will be their guide.
Write what you will show them in each room and why it is significant.



Name: _____

REMINISCENCE BOXES



Three Reminiscence Boxes are available for loan. They are themed – the Shed, the Kitchen and the Laundry. Each contains a range of artefacts that may have been used in family homes in the olden days.

Items in each box will stimulate conversation and questions about the past. The items can be handled and conversation cards can be used to initiate discussion and reflection about the past and how everyday life has changed or remained the same.

Each box includes a Reminiscence Book that asks for comments and thoughts to be written in it so that in time, the book will become an artefact in its own right and will encourage further discussion and act as a memory stimulus.

Boxes can be loaned for occasions as a special school event (eg Grandparents Day), as a way of introducing Time, Continuity and Change in the classroom or in conjunction with a visit to a National Trust property.



Please contact the National Trust to book

Telephone: 9321 6088 during business hours

Email: trust@ntwa.com.au

Please note, the boxes are very popular so please book early to avoid disappointment. Loan periods are strictly two weeks.