



Year 2: The Past in the Present

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. 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
Geography People are connected to many places <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) History The past in the present <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 (ACHASS044) 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 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) 	Questioning and Researching <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 Analysing <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 in to different formats Evaluating <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 Communicating and Reflecting <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

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. 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. Woodbridge is linked with Captain James Stirling, first governor of the Swan River Colony. 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 gentlemen'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 2 curriculum provides a study of local history. Students explore, recognize and appreciate the history of their local area by examining remains of the past and considering why they should be preserved.

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:

- 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, school, aged home and 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 heritage value of Woodbridge House.
- 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.
- Continuity and change: On a tour through Woodbridge House 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 Woodbridge House 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 peoples' perspectives are determined by their circumstances.
- Empathy: 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

- **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 (Students Resource 1). (Go to: 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 the students to think about how we can answer their questions about the past, e.g. guest speakers, books, photos and excursions.
- **Think, Pair, Share** on what the words ‘The past in the present’ mean. Show items or pictures from the past, e.g. photo or picture, a book, a letter or postcard, an artefact. One of the items should be a picture of Woodbridge, refer to Teacher Resource 1. Discuss what they tell us about the past. Would an excursion to Woodbridge help to answer some of their questions about the past?
- **Investigating Historical Significance** – Memory Boxes (Go to: <http://hewit.unco.edu/dohist/teachers/plans/histpres/pres1.pdf> for information). 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 the 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, e.g. washboard, whisk etc. Investigate who invented the item and illustrate how it has changed over time. What is it replaced with today? Students should make a list of what they would miss most if they went back in time. For further information on artefacts (Go to: <http://www.oldandinteresting.com> for ideas).
- For ideas on old fashioned lessons go to: www.scholastic.com/teachers/articles/teaching-content/olden-days.
- More information on ‘School Life in the Past’ may be found on :<http://www.abc.net.au/btn/story/s2953658.htm> or www.primaryresources.co.uk

POST VISIT ACTIVITIES

- **Distinguish between the past, present and future** – KWL Chart - Students revisit the question they posed prior to the excursion about the past. Ask students to share what they learned whilst at Woodbridge. Students complete the final part of their KWL chart.
- **The history of Woodbridge** – History of Woodbridge timeline – (Teacher Resource 1 and 2) Students retell the story of Woodbridge. 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 Woodbridge.
- **Explore a range of sources about the past** – Investigate other historic places in the local community, e.g. St Matthew's Church, Riversleigh, Andrew Moulton's Cottage, Guilford Town Wharf, Barker's Store, The Old Courthouse and Gaol, Mechanics Institute. Add information to Woodbridge timeline to create a visual history of Guildford.
- **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 Woodbridge. Do students think that the property was worth saving and keeping for the future? Imagine you are taking your family to Woodbridge. Use Student Resource 2 to design a tour through Woodbridge to show them what is special and significant about the property. Discuss suitable future uses of the property for the community.



Woodbridge

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 day's 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 a criterion for saving things from the past – what makes something precious or valuable?
5. Students brainstorm objects of their own 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, garments, photographs – anything that holds significance for an individual or a family.
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.



The History of WOODBRIDGE

	TIME LINE
1829	In 1829 the Swan River Colony (Perth) was first settled by Europeans. In those days, Perth was bushland with lots of trees, kangaroos and swans
1829	Governor Stirling selected a tract of land between the Swan and Helena Rivers and called it 'Woodbridge' – after the birth place ('Woodbridge', near Guildford, in England) of his wife, Ellen. He built a small cottage on the land. It had views of the river and his two sons, Andrew and Frederick enjoyed playing in the shallow water.
1832 - 1834	The Stirling family left Western Australia. The land was leased to William Locke Brockman while his house was being re-built and then to William Tanner.
1842	Charles Harper was born in Toodyay, in Western Australia. At the age of 16, Charles left home and over many years he worked hard and made lots of money before returning to Perth.
1879	Charles Harper married Fanny de Burgh. They lived in a cottage in Guildford.
1880	Their first son was born, Charles Walter.
1881	Clara Julia was born.
1882	Their second son, Harcourt Robert was born.
1883	Henry Brockman purchased Woodbridge estate, subdivided it and sold Woodbridge Farm to Charles Harper.
1883 - 1885	Charles Harper builds his family home and names it 'Woodbridge'.
1884	Gresley Tatlock was born.
1886	Prescott Henry was born.
1888	The twins Mary Elizabeth and Mildred Louisa were born.

1890	Another son, Wifred Lukin, was born.
1892	Geoffrey Hillsden was born but sadly died during infancy.
1895	<p>Aileen, their tenth and last child was born.</p> <p>Fanny's sister-in-law dies unexpectedly and her daughter Bessie comes to live at Woodbridge. Bessie and Aileen are almost the same age. Charles and Fanny now had a large family, and house and farm to look after. In the early days, Charles was very busy running the farm. He raised cattle, sheep and pigs as well as cultivating a number of successful fruit crops.</p> <p>Mrs Harper had some servants to help her, such as a cook, a nanny and a housemaid.</p>
1896	Charles Harper established a school for his and neighbouring children. Lessons took place in the billiard room at Woodbridge.
1900	The school out-grew the billiard room and Charles Harper built a new classroom near the main road about half a mile from Woodbridge. This room became known as "The Big School" and subsequently became Guildford Grammar School.
1911	The school was purchased from Charles Harper by the Trustees of the Church of England.
1912	Charles Harper died.
1915	Wilfred and Gresley Harper enlist with the 10 th Lighthorse and travel to Gallipoli. They are killed on during the battle of the Nek.
1921	Fanny Harper and her two daughters left Woodbridge and it was leased to Mr Cecil C. Priestley who founded the Woodbridge Preparatory School. The school was open for 21 years before the Government closed it in 1942.
1942	Woodbridge was taken over by the Public Health Department and became a home for elderly women. It became known as the Guildford Women's Home. Significant changes were made to the house so that the ladies could be cared for comfortably.
1964	Woodbridge House became an annexe for Governor Stirling High School.
1968	The Home was closed and vested in the National Trust of Western Australia.
2017	Today the house reflects the way it might have looked as the family home of the Harper family. Members of the public and school children can visit to see what life might have been like more than one hundred years ago.

The History of WOODBRIDGE

Students will develop skills of sequencing and concepts of continuity and change.

Materials:

- String
- Paper
- Pencils
- Pegs



1. Start the lesson by getting the children to sit in a circle.
2. Ask the children some questions about the history of Woodbridge. Who gave Woodbridge its name? Why was it called Woodbridge? How long did it take Charles Harper to build Woodbridge? What was Charles Harper's wife name? How many children did they have? What sort of things did Charles Harper have on his farm? What sort of servants helped at Woodbridge? What was Woodbridge used for after the Harpers left?
3. As a class, students retell the history of Woodbridge. Choose a student to start and then move around the circle allowing each child to contribute to the story.
4. Provide each child with a piece of paper to draw a picture illustrating the part of the history that they retold. Students may also write a sentence or short paragraph to go with their picture.
5. Create a physical timeline, across the classroom, using a piece of string. As students complete their picture they peg it on to the string in order to show the history of Woodbridge.

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

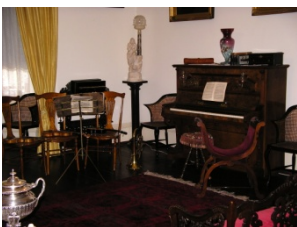
Name _____

My Tour Through Woodbridge

You are taking your family to visit Woodbridge and you will be their guide. What you will show them and why it is special and significant? You do not have to visit every room.

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 are 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 such 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.