

Year 3: Community and Remembrance

Our Year 3 programme is **Community and Remembrance** and is aligned with the requirements of the Western Australian Curriculum. Each excursion begins with a National Trust Education Presenter introducing the Hardey family and the significance of Peninsula Farm; highlighting the contribution this family made to the establishment of their community. Students are divided into smaller groups with a National Trust presenter directing their activities.

Excursion options may include:

Tour of the house – students use inquiry learning to identify what aspects of family life have changed and remained the same.

Sewing - the importance of hand sewing in the olden days is highlighted, students sew a Peninsula Farm symbol onto hessian, this is theirs to take home.

Old fashioned games – looks at how in the past children made their own games using items found in the environment.

Artefacts – compare objects from the past with the present to identify similarities and differences.

Sketching – students design a coat of arms for peninsula farm incorporating appropriate signs and symbols.



The house can accommodate up to 60 students at any one time. For Year 3 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 |
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| <p>Civic and Citizenship Communities</p> <ul style="list-style-type: none"> Why people participate in community groups, such as a school or community project, and how students can actively participate and contribute to their local community (ACHASSK072) <p>Geography Places are both similar and different</p> <ul style="list-style-type: none"> The similarities and differences between places in terms of their different types of settlement, the diversity of people, the lives of the people who live there, and feelings and perceptions about places (ACHASSK069) <p>History Communities and Remembrance</p> <ul style="list-style-type: none"> One important example of change and one important example of continuity over time in the local community, region, state/territory (e.g. transport, work, education, natural and built environments, entertainment, daily life) (ACHASSK062) The historical origins and significance of the days and weeks | <p>Questioning and Researching</p> <ul style="list-style-type: none"> Identify current understanding of a topic Develop a range of focus questions to investigate Locate and collect information from a variety of sources Record selected information and/or data Recognise the ethical protocols that exist when gathering information and/or data <p>Analysing</p> <ul style="list-style-type: none"> Develop criteria for selecting relevant information Interpret information and/or data collected Identify different points of view/perspectives in information and/or data Translate collected information and/or data into different formats <p>Evaluating</p> <ul style="list-style-type: none"> Draw conclusions and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps Use decision making processes <p>Communicating and Reflecting</p> <ul style="list-style-type: none"> Present findings and conclusions in a range of | <p>At Standard, students develop questions, locate and collect information and/or data from a variety of sources. They record their information and/or data in a range of formats and use some protocols when referring to the work of others. Students use given criteria to select relevant information, and they interpret information and/or data by sequencing events and identifying different points of view. They translate information and/or data into different formats. Students use given decision-making processes to draw simple conclusions and provide explanations, based on information and/or data. They present findings using a range of communication forms appropriate to audience and purpose, using relevant terms. Students develop texts, supported by researched information, and reflect on findings to propose an action. Students identify the importance of rules and the democratic processes that groups follow when making decisions. They describe how people participate in community groups, and identify the benefits to both the individual and the community.</p> <p>Students map and locate various boundaries and natural features that define Australia. They describe the diverse</p> |

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| celebrated or commemorated in Australia (e.g. Australia Day, ANZAC Day, National Sorry Day) and the importance of symbols and emblems (ACHASSK064) | <p>communication forms, appropriate to audience and purpose using relevant terms</p> <ul style="list-style-type: none"> • Develop texts, including narratives and biographies, that use researched facts, events and experiences • Reflect on learning, identify new understandings and act on findings in different ways | <p>characteristics of Australia's neighbouring countries, and identify different climatic zones of the world.</p> <p>Students identify simple interconnections between people and places, and describe how people's perceptions of places are influenced.</p> <p>Students describe an example of continuity and change over time in a given area. They identify the contribution of different cultural groups on a community. Students identify the ways people in Australia, and around the world, acknowledge days and events that have historical significance.</p> |
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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. At the beginning of World War I Joseph Hardey, grandson of Joseph who established Peninsula Farm, enlisted. He survived Gallipoli and was tragically killed on the battlefields of France. In recognition of his contribution an ANZAC service is held at Peninsula Farm each year and provides a focus for the Year 3 curriculum. Peninsula Farm today consists of only the homestead and surrounding garden.

TOPICS TO EXPLORE

Students are given the opportunity to develop their historical understanding through the key concepts of sources, continuity and change, cause and effect, perspectives, empathy and significance. These concepts are investigated within the context of exploring the historical features and diversity of their community as represented in symbols and emblems of significance, and celebrations and commemorations, both locally and in other places around the world. The central component of the programme is an excursion to historic Peninsula Farm to learn about a colonial family, their home and the contribution they made to Western Australia. It offers a unique opportunity to investigate the development in the local community from the time of European settlement to the present day. 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 PROVIDES YEAR 3 STUDENTS WITH OPPORTUNITIES TO:

- Investigate changes and continuities in Western Australia's history
- Learn about a significant heritage site
- Recognize some of the ways that people, ideas and events from the past affect the way people live today
- Use information from a variety of primary and secondary sources
- Plan questions and observations for an excursion
- Gather evidence from a range of sources and summarize information
- Investigate a range of celebrations and commemorations in Western Australia and around the world



PRE-VISIT ACTIVITIES

- Talk about the inhabitants of the Swan River district prior to European settlement. Visit www.noongarculture.org.au Discuss the significance of Dreamtime stories. Read a story about the mythical snake said to have created the waterways and the landforms around the Swan River. Illustrate the Dreamtime story The Waugul using Aboriginal art symbols and techniques.
- Invite a guest to speak to students about the Nyoongar culture and their link to the Swan River district.
- Explore evidence of new and old within the local community, refer to Teacher Resource 1 for details.
- Contact the National Trust to borrow the Reminiscence Boxes and utilise the conversation cards to stimulate discussion and reflection.
- Compare the development of your local community with another, for example, Maylands where Peninsula Farm is located. Refer to the Landgate website to research the origins of suburb names. If your school is in Maylands perhaps select another location that has a significant historical story i.e. Fremantle
- Adopt the perspective of a colonist or one of the Hardey children and write “*a day in the life of*” extract about their experiences.
- Brainstorm and display a list of Australian celebrations and significant commemorations. Refer to Teacher Resource 3 for suggestions.



POST VISIT ACTIVITIES

- Create a sketch that depicts what the Peninsula in Maylands and the Swan River may have looked like prior to the establishment of Peninsula Farm. Use water colours to colour the sketch.
- Students compile a report using traces of the past (such as photos) and appropriate historical terms. Include a timeline if appropriate using pictures and descriptions. Refer to Teacher Resource 2. Students utilise information provided at Peninsula Farm and further library and internet research to compile their reports. Give each group a post-it note "leave pass" students write how they will present their findings i.e. poster, powerpoint, booklet, report, essay etc. Each group produces a draft then final version of their report which they then present to the class.
- Revisit the "a day in the life of" activity and ask students to include more detail as a result of their visit to Peninsula Farm.
- Using the Cube Creator at readwritethink.org create a question and answer cube about the Hardey family. Illustrate the cube and then display. Students can make up games utilising the cube to reinforce and test each other's knowledge.
- Review the brainstorm of celebrations and commemorations. Teacher selects five key celebrations to reflect the interests and diversity of the classroom setting. In pairs or small groups students compile as much information as possible about a specific celebration. Include the following: Who and what do they celebrate? When is it celebrated? How and why is it celebrated? Research these events and include a summary of the historical symbolism and significance.
- Consider how and why communities continue to commemorate significant dates. Prepare a presentation to share findings with a buddy class.
- Create an invitation to an event incorporating significant symbols.
- Identify events and aspects of the past that have significance in the present.
- Refer to the Australian celebrations brainstorm as a starting point. Create a new brainstorm of internationally significant celebrations and commemorations. Create a Venn diagram comparing and contrasting those celebrated here in Australia. i.e. St Patrick's Day, Chinese New Year. See Student Resource 1.



Step Back in Time Community Walk

- Identify and compare features of objects from the past and present.
- Obtain appropriate consent forms etc.
- Go for a walk around the local neighbourhood to look for things students think are from the past.
- When something is identified discuss how we know it is from the past.
- Take photos of old and new in the community.
- Encourage students to look for moss, style, fading, cracks & old growth i.e. big tree trunks.
- Back at school write about what they learnt about what to look for when identifying signs of the past.
- Look at the photos taken on the walk – contrast old features with new. Provide students with photos of something new, ask them to redraw it as though it were very old.
- Divide students into pairs or small groups and assign each group a specific TWEEED (transport, work, education, environment, entertainment, daily life) topic to research.
- Give each group an A3 sheet and a photo pertinent to their topic. Each group brainstorms everything they know about their topic in the past and present.
- Develop inquiry questions about their topic.



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.

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.



Australian and International Celebrations and Commemorations

This is not a definitive list, it is a sample only and should be developed to include those celebrations and commemorations that reflect the diversity of individual classroom settings.

AUSTRALIAN:

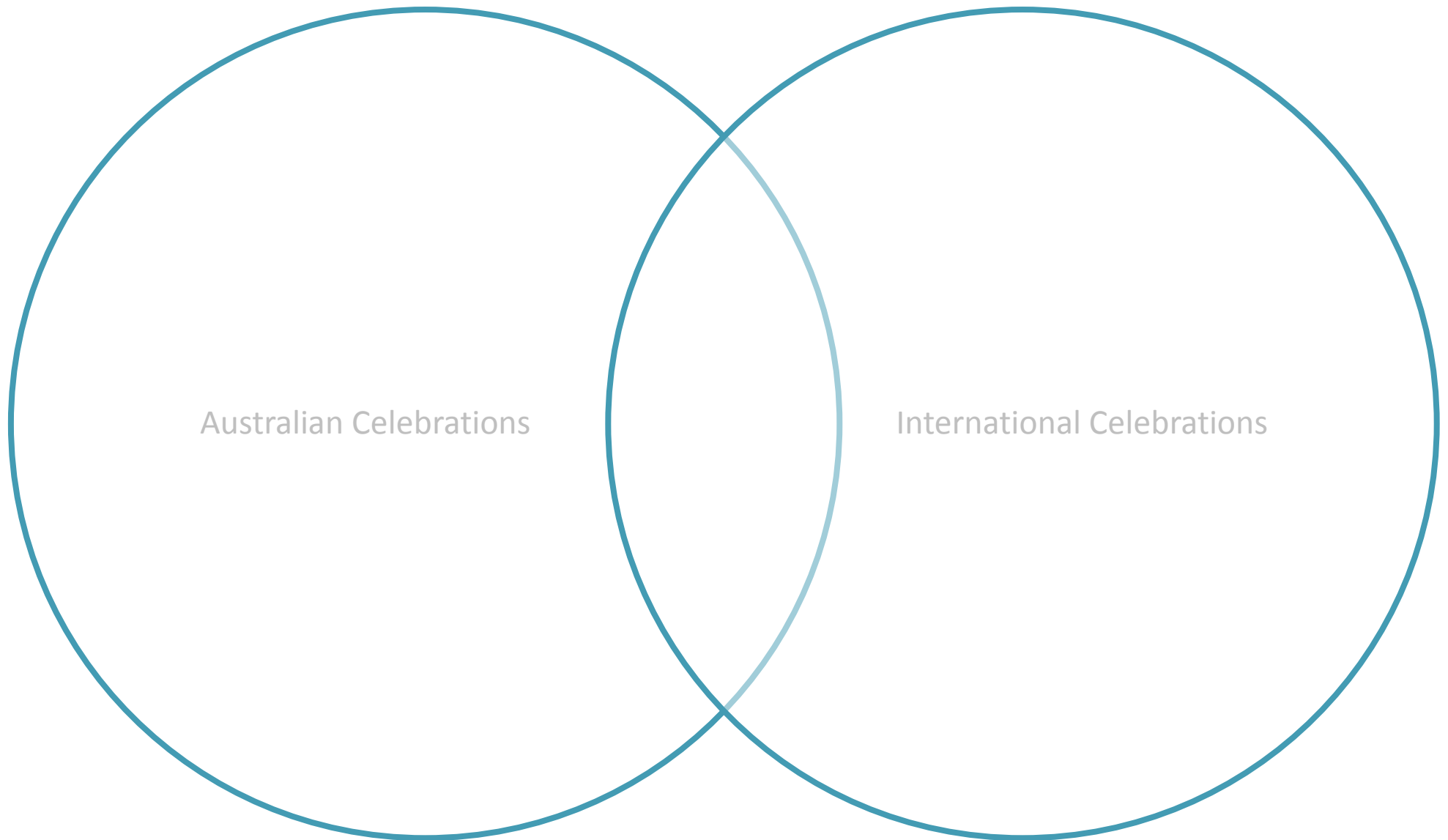
- ANZAC Day
- Western Australia Day
- Reconciliation Week
- Easter
- Christmas
- Mother's Day
- Father's Day
- New Year's Eve
- Australia Day
- NAIDOC Week

INTERNATIONAL:

- Bastille Day – France
- Saint Patrick's Day – Ireland
- Independence Day – USA
- Carnivale – Rio De Janeiro
- Chinese New Year – China
- Queens Birthday – Commonwealth countries
- Ramadan Feast Eve – Turkey
- Eid-al-Fitr – Muslims all round the world
- Simón Bolívar's Birthday Memorial – Ecuador
- Feast of Saint James the Apostle – Spain
- Hanami (Cherry Blossom Festivals) - Japan
- Nyepi – Bali
- Diwali – Hindu Festival of Lights



Australian and International Celebrations and Commemorations



Name

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