

*Australian Curriculum Programs
@
History House Museum*

2012



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Education Officer

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WELCOME

History House Museum has an exciting and interactive School Education Program based on the Australian Curriculum.

Most of our programs cover English, History, Science and Maths. All programs are presented at the Museum but can be modified to be presented in the classroom. All programs are provided free of charge but donations are welcome. We have highly qualified volunteers that assist with the programs.

All programs can be modified to suit you needs.

As the Education Officer at History House Museum I am an experienced teacher of some twenty-five years service both in the Primary and Secondary Schools. I have a Bachelor of Arts in Australian History from Murdoch University and have a real passion for our local history and its promotion.

Booking is as easy as a phone call, downloading the booking sheet from the City of Armadale web page or faxing us an inquiry.

I look forward to hearing from you soon!



Hazel

Australian Curriculum and HHM School Programs 2012
Foundation to Year 3

Year	English	Maths	Science	History
F	<p>Literacy: Interacting with others: Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact</p> <p>Literature and Context: Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to own experiences.</p> <p>Up the Family Tree</p>	<p>Measurement and Geometry Compare and order the duration of events using the everyday language of time</p> <p>Up the Family Tree</p>	<p>Science and Understanding: Biological Sciences: Living things have basic needs, including food and water.</p> <p>Wetlands: Bunyip to Beautiful 14th May – 5 July 2012</p>	<p>Historical Knowledge and Understanding: How the stories of families and the past can be communicated – photographs ,artefacts, book, oral histories, digital media and museums</p> <p>Historical Skills: Perspectives and Interpretations</p> <p>Up the Family Tree</p>
1	<p>Literacy: Creating texts: Create short imaginative and informative texts that show emerging use of appropriate text structures, sentence level grammar, word choice, spelling, punctuation and appropriate multimodal elements.</p> <p>School's In</p>	<p>Number and Algebra: Number and place value: Develop confidence with number sequences to and from 100.</p> <p>School's In</p>	<p>Science Understanding: Biological Sciences: Living things live in different places where their needs are met</p> <p>Wetlands: Bunyip to Beautiful 14th May – 5 July 2012</p>	<p>Historical Knowledge and Understanding: Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods.</p> <p>Historical Skills: Perspectives and Interpretations</p> <p>Historical Skills: Analysis and use of Sources</p> <p>School's In</p>
2	<p>Literature: Creating Literature: Recreate texts imaginatively using drawing, writing, performance and digital forms of communication.</p> <p>Wetlands: Bunyip to Beautiful 14th May – 5 July 2012</p>	<p>Measurement and Geometry: Location and Transformation: Interpret simple maps of familiar locations and identify the relative positions of key features.</p> <p>Pioneer Footsteps</p>	<p>Science Understanding: Biological Sciences: Living things live in different places where their needs are met</p> <p>Wetlands: Bunyip to Beautiful 14th May – 5 July 2012</p>	<p>Historical Knowledge and Understanding: The importance today of an historical site or cultural or spiritual significance.</p> <p>Historical Knowledge and Understanding: The impact of changing technology on people's lives.</p> <p>Historical Skills: Perspectives and Interpretations</p> <p>Historical Skills: Analysis and use of Sources</p> <p>Pioneer Footsteps</p>
3	<p>Literature: Creating Literature: Recreate texts imaginatively using drawing, writing, performance and digital forms of communication.</p> <p>Who was that Soldier? Popping to the Shops</p>	<p>Measurement and Geometry - Location and transformation: Create and interpret simple grid maps to show position and pathways.</p> <p>Popping to the Shops</p>	<p>Science Understanding: Biological Sciences: Living things live in different places where their needs are met</p> <p>Wetlands: Bunyip to Beautiful 14th May – 5 July 2012</p>	<p>Historical Knowledge and Understanding: Days and weeks celebrated or commemorated in Australia and the importance of symbols and emblems.</p> <p>Historical Knowledge and Understanding: One important example of change and one important example of continuity over time in the local community</p> <p>Historical Skills: Historical Qs and Research</p> <p>Historical Skills: Perspectives and Interpretations</p> <p>Who was that Soldier? Popping to the Shops</p>

Australian Curriculum and HHM School Programs 2012
Year 4 to Year 6

Year	English	Maths	Science	History
4	<p>Literacy: Interacting with Others Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use the information to share and extend ideas and information.</p> <p>Literacy: Creating Literature Create literary texts by developing storylines, characters and settings.</p> <p>House to House</p>	<p>Measurement and Geometry: Using units of measurement Compare objects using familiar metric units of area and volume</p> <p>Measurement and Geometry: Location and Transformation Use simple scales, legends and directions to interpret information contained in basic maps.</p> <p>House to House</p>	<p>Science and Understanding: Biological Sciences: Sciences Living things, including plants and animals, depend on each other and the environment to survive,</p> <p>Wetlands: Bunyip to Beautiful 14th May – 5 July 2012</p>	<p>Historical Skills: Historical Questions and Research Pose a range of questions about the past</p> <p>Historical Skills: Analysis and use of resources Locate relevant information from sources provided.</p> <p>House to House</p>
5	<p>Literacy: Creating Texts Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements.</p> <p>In Their Footsteps</p>	<p>Measurement and Geometry: Location and Transformation Use a grid reference system to describe locations. Describe routes using landmarks and directional language.</p> <p>In Their Footsteps</p>	<p>Science Understanding: Biological Sciences: Living things have structural features and adaptations that help them survive in their environment.</p> <p>Wetlands: Bunyip to Beautiful 14th May – 5 July 2012</p>	<p>Historical Knowledge and Understanding: The Australian Colonies The role that a significant individual or group played in shaping a colony</p> <p>Historical Skills: Analysis and Use of Sources Compare information from a range of sources</p> <p>Historical Skills: Explanation and Communication Develop historical texts, particularly narratives and descriptions which incorporate source material</p> <p>In Their Footsteps</p>
6	<p>Literacy: Interacting with Others Plan, rehearse and deliver presentations. Selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis.</p> <p>From a Distant Shore</p>		<p>Science Understanding: Biological Sciences: The growth and survival of living things are affected by the physical conditions of their environment.</p> <p>Wetlands: Bunyip to Beautiful 14th May – 5 July 2012</p>	<p>Historical Knowledge and Understanding: Australia as a Nation Stories of groups of people who migrated to Australia and the reasons they migrated.</p> <p>Historical Knowledge and Understanding: Experiences of Australian democracy and citizenship.</p> <p>Historical Skills: Historical Questions and Research</p> <p>Historical Skills: Analysis and Use of Sources</p> <p>Historical Skills: Perspectives and Interpretations</p> <p>Historical Skills: Explanation and Communication</p> <p>From a Distant Shore</p> <p>Local Government</p>

UP THE FAMILY TREE!

Australian Curriculum links:

English Foundation

Literacy: Interacting with others:

Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact.

Literature and Context:

Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to own experiences.

Maths Foundation

Measurement and Geometry:

Compare and order the duration of events using the everyday language of time.

History Foundation

Historical Knowledge and Understanding:

How the stories of families and the past can be communicated – photographs, artefacts, book, oral histories, digital media and museums.

Historical Skills:

Perspectives and Interpretations.



Photographs courtesy History House Museum and Little Aussies Educare Centre Westfield

The Program:

Apple Family Tree: Me and My Family

Children will need to bring the names of their parents; their grandparents and great-grandparents—direct blood lines.

What's my Story? Timeline of my Life

Children create a colourful timeline of their life so far. They might like to include pictures and photographs which they will need to bring with them.

Family Stories: Other people's stories

The adults in the group will be asked to share a story from their life with the children.

SCHOOL'S IN

Australian Curriculum links:

English Year 1

Literacy: Creating texts:

Create short imaginative and informative texts that show emerging use of appropriate text structures, sentence level grammar, word choice, spelling, punctuation and appropriate multimodal elements.

Maths Year 1

Number and Algebra: Number and place value:

Develop confidence with number sequences to and from 100.

History Year 1

Historical Knowledge and Understanding:

Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods.

Historical Skills:

Perspectives and Interpretations.

Historical Skills:

Analysis and use of Sources.

The Program:

Before School: Roll Call and Hygiene Check

What was school like in 1900? Find out in this program where the children are taken through a morning of lessons and games of the era.

Morning Lessons The Three R's

Children participate in the types of lessons the children would have completed. There will be lessons in reading, writing and arithmetic.

Playtime: Old Time Games

The children will then participate in old time games such as quoits, marbles, knucklebones, skipping and hopscotch.



Photograph courtesy of BLSL

PIONEER FOOTSTEPS

Australian Curriculum links:

Maths Year 2

Measurement and Geometry: Location and Transformation:

Interpret simple maps of familiar locations and identify the relative positions of key features.

History Year 2

Historical Knowledge and Understanding:

The importance today of an historical site or cultural or spiritual significance.

Historical Knowledge and Understanding:

The impact of changing technology on people's lives.

Historical Skills:

Perspectives and Interpretations

The Program:

CBD Walk: Points of Historical Interest

Take a leisurely walk along Jull Street and hear the stories of the places and buildings along the way. The children match the photographs of the building with their name as we wander along Jull Street.

Looking at a Map: Jull Street

In groups the children look at the map of our walk and match pictures to the places they saw on the walk.

Mystery Objects: Identifying the past

In small groups the children identify the object and its possible uses.



Photographs courtesy Pioneer Village School

WHO WAS THAT SOLDIER?

Australian Curriculum links:

English Year 3

Literature: Creating Literature:

Recreate texts imaginatively using drawing, writing, performance and digital forms of communication.

History Year 3

Historical Knowledge and Understanding:

Days and weeks celebrated or commemorated in Australia and the importance of symbols and emblems.

Historical Skills:

Perspectives and Interpretations.

Historical Skills:

Historical Questions and Research.

The Program:

Our War History: The Story of Our Local Anzacs:

The children will hear the stories of six of our boys who went to World War One, three came home and three did not.

World War One Objects: Personal Belongings

The children will see the belonging of some of our local Anzacs including a World War One uniform, personal diaries and a watch that was used at Gallipoli.

Research Project: A Local Anzac

Refer to our on-line program at the City of Armadale website.

Photographs courtesy of BLSL



POPPING TO THE SHOPS

Australian Curriculum links:

English Year 3

Literature: Creating Literature:

Recreate texts imaginatively using drawing, writing, performance and digital forms of communication.

Maths Year 3

Measurement and Geometry: Location and Transformation:

Create and interpret simple grid maps to show position and pathways.

History Year 3

Historical Knowledge and Understanding:

One important example of change and one important example of continuity over time in the local Community.

Historical Skills:

Perspectives and Interpretations.

The Program:

Photographs: Jull Street Shops

The children will learn how to look at photographs for information and compare them with what they see today in Jull Street.

Comparing Maps: Jull Street c1930 and today

In groups the children compare the maps of Jull Street as it was in the 1930s and today. We'll also look at some photographs.

Shop Objects: Identifying the past

In small groups the children identify the object which was used in a shop and identify its possible use.

Photographs courtesy of BLSL



HOUSE TO HOUSE

Australian Curriculum links:

English Year 4

Literacy: Interacting with others:

Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use the information to share and extend ideas and information.

Literacy: Creating Literature

Create literary texts by developing storylines, characters and settings.

Maths Year 4

Measurement and Geometry: Using Units of Measurement

Compare objects using familiar metric units of area and volume.

Measurement and Geometry: Location and Transformation

Use simple scales, legends and directions to interpret information contained in basic maps.

History Year 4

Historical Skills:

Historical questions and research.

Historical Skills:

Analysis and Use of resources.

The Program:

House Outlines: Mapping and Stories

Children will map out the various sizes of houses through time in WA and compare them. The stories of each house will be told and the children fill out a T-Chart of the information.

Scaled Maps: Houses to Scale

Using grid paper the children draw scaled maps of the houses and label them according to BOLTS.

House Stories: Writing Your Own House Story

Children use the information gained to write a story about one of the houses.



Photograph courtesy of BLSL

IN THEIR FOOTSTEPS

Australian Curriculum links:

English: Year 5

Literacy: Creating Texts

Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements.

Maths Year 5

Measurement and Geometry: Location and Transformation:

Use a grid reference system to describe locations. Describe routes using landmarks and directional language.

History Year 5

Historical Knowledge and Understanding:

The nature of convict or colonial settlement in Australia, including factors that influence patterns of settlement, aspects of daily life of its different inhabitants and how they changed the environment.

Historical Knowledge and Understanding:

The role of significant individual or group played in shaping a colony for example farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders and Aboriginal and/or Torres Strait Islander people.

Historical Skills:

Explanation and Communication.

Historical Skills:

Analysis and use of Sources.

The Program:

PowerPoint Presentation: History of Armadale

A creative and fascinating PowerPoint Presentation on the history of the District utilizing photographs and text and stories of the local people.

Source Analysis: Maps and Stuff

In groups the children look at the maps, documents and photographs of the local points of historical interest.

Create your Own Historical Walk: Map and Talk

In groups the children use the information gained to develop their own historical walk to the points of interest in Armadale. They will produce their walk map and a commentary to go with it.

LOCAL GOVERNMENT

Australian Curriculum links:

History Year 6

Historical Knowledge and Understanding: Australia as a Nation

Experience of Australian democracy and citizenship.

Historical Skills:

Historical questions and research.

The Program:

Council Chamber: Talk by Mayor/Councilor

Children will listen to a talk by the Mayor/Councilor about how the chamber operates, who sits where and what do they do as well as how a meeting is conducted. They will also see the regalia associated with Council.

Local Government Precinct Walk:

A quick and interesting look at the development of Local Government in the Armadale District.

Local Government Bingo: What do you remember?

Children play bingo to remember what they have learned about Local Government.



Photograph courtesy of BLSL

FROM A DISTANT SHORE

Australian Curriculum links:

History Year 6

Historical Knowledge and Understandings: Australia as a Nation

Stories of groups of people who migrated to Australia and the reasons they migrated.

Historical Skills:

Historical questions and research.

Historical Skills:

Analysis and Use of resources.

Historical Skills:

Perspectives and Interpretations.

Historical Skills:

Explanation and Communication.



Photograph courtesy BLSL

The Program:

Site Visit: Migrant Camp in Kelmscott

A visit and talk about the migrant camp out at Kelmscott where new comers to the district were housed.

Case Study: Italians in Armadale

PowerPoint Presentation with photographs and stories of the Italian community in Armadale.

Research Project: From a Distant Shore

See our on-line program for details.

Australian Curriculum and HHM School Programs 2012
Years 7 - 10

Year	English	Maths	Science	History
7	<p>Creating Texts Plan, draft and publish imaginative texts Create imaginative texts that raise issues, report events and advance opinions Create imaginative texts that present a point of view Create sustained texts that combine specific digital or media content for imaginative purposes</p> <p>House to House Literature and Context</p>	<p>Measurement and Geometry: Using Units of Measurement Choose appropriate units of measurement for area Establish formulas for areas Calculate areas Problem solving involving surface area</p> <p>House to House</p>	<p>Science and Understanding: Biological Sciences: Interactions between organisms can be described in terms of food webs and food chains; human activity can affect these interactions.</p> <p>Wetlands: Bunyip to Beautiful 14th May – 5 July 2012</p> <p>Household Chores</p>	<p>Historical Knowledge and Understanding: How do we know about the past?</p> <p>Historical Skills: Draw conclusions about the usefulness of sources</p> <p>Historical Skills: Use historical terms and concepts</p> <p>Adventures in Archaeology</p>
8	<p>Creating Texts Plan, draft and publish imaginative texts Create imaginative texts that raise issues, report events and advance opinions Create imaginative texts that present a point of view Create sustained texts that combine specific digital or media content for imaginative purposes</p> <p>House to House Literature and Context</p>	<p>Measurement and Geometry: Using Units of Measurement Choose appropriate units of measurement for area Establish formulas for areas Calculate areas Problem solving involving surface area</p> <p>House to House</p>	<p>Science as a Human Endeavour: Use and Influence of Science: Science and technology contribute to finding solutions to a range of contemporary issues; these solutions may impact on other areas of society and involve ethical considerations.</p> <p>Wetlands: Bunyip to Beautiful</p> <p>Household Chores</p>	
9	<p>Creating Texts Plan, draft and publish imaginative texts Create imaginative texts that raise issues, report events and advance opinions Create imaginative texts that present a point of view Create sustained texts that combine specific digital or media content for imaginative purposes</p> <p>House to House Literature and Context</p>	<p>Measurement and Geometry: Using Units of Measurement Choose appropriate units of measurement for area Establish formulas for areas Calculate areas Problem solving involving surface area</p> <p>House to House</p>	<p>Science Understanding: Biological Sciences: Ecosystems consist of communities of communities of independent organisms and abiotic components of the environment; matter and energy flow through these systems.</p> <p>Wetlands: Bunyip to Beautiful 14th May – 5 July 2012</p> <p>Household Chores</p>	<p>Historical Knowledge and Understanding: What was the significance of World War One?</p> <p>Historical Knowledge and Understanding: What were the changing features of movement of people 1750-1918?</p> <p>Historical Skills: Identify and select different kinds of questions about the past to inform historical inquiry.</p> <p>Who was that Soldier? From a Distant Shore</p>
10	<p>Creating Texts Plan, draft and publish imaginative texts Create imaginative texts that raise issues, report events and advance opinions Create imaginative texts that present a point of view Create sustained texts that combine specific digital or media content for imaginative purposes</p> <p>House to House Literature and Context</p>	<p>Measurement and Geometry: Using Units of Measurement Choose appropriate units of measurement for area Establish formulas for areas Calculate areas Problem solving involving surface area</p> <p>House to House</p>	<p>Science Understanding: Biological Sciences: The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence.</p> <p>Wetlands: Bunyip to Beautiful</p> <p>Household Chores</p>	<p>Historical Knowledge and Understanding: What were the consequences of World War Two?</p> <p>Historical Skills: Identify and select different kinds of questions about the past to inform historical inquiry.</p> <p>Historical Skills: Develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources.</p> <p>Who was that Soldier?</p>

ADVENTURES IN ARCHAEOLOGY

Australian Curriculum links:

History Year 7

Historical Knowledge and Understandings:

How do we know about the past?

Historical Skills

Draw conclusions about the usefulness of sources.

Historical Skills:

Use historical terms and concepts.

The Program:

Skills of an Archaeologist: Your very own dig

Learn the skills needed on an archaeological site. Participate in your own dig and record your findings for later analysis.

Piecing it together: Reconstruct an artifact

You have fragments of an artifact that needs to be pieced together in order to identify it. Your job is to put the pieces together and determine what the object is.

Assumptions about Artifacts: Use Evidence to identify objects

Using the information you collected at the dig site, what can you determine the site represented? What evidence do you have to support your theory?



WHO WAS THAT SOLDIER?

Australian Curriculum links:

History Year 9

Historical Knowledge and Understanding:

What was the significance of World War One?

Historical Skills:

Identify and select different kinds of questions about the past to inform historical inquiry.

Historical Skills:

Develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources.

The Program:

Our War History: The Story of Our Local Anzacs:

The students will hear the stories of six of our boys who went to World War One, three came home and three did not.

World War One Objects: Personal Belongings

The students will see the belonging of some of our local Anzacs including a World War One uniform, personal diaries and a watch that was used at Gallipoli.

Research Project: A Local Anzac

Refer to our on-line program at the City of Armadale website.



Photograph courtesy of BLSL

FROM A DISTANT SHORE

Australian Curriculum links:

History Year 10

Historical Knowledge and Understanding:

What were the changing features of movement of people 1750-1918?

Historical Skills:

Identify and select different kinds of questions about the past to inform historical inquiry.

Historical Skills:

Develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources.

The Program:

Site Visit: Migrant Camp in Kelmscott

A visit and talk about the migrant camp out at Kelmscott where new comers to the district were housed.

Analysis of data: Looking at and analyzing data from the ABS

Identify the patterns of migration to Armadale from European settlement to the present day. Analyse patterns of migration to the Armadale District using ABS statistics.

Research Project: From a Distant Shore

See our on-line program for details.



Photograph courtesy of BLSL

WETLANDS: FROM BUNYIP TO BEAUTIFUL

“From Bunyip to Beautiful” is a touring exhibition developed by [Museums Australia WA](#).

The exhibition tells all sides of the amazing story about our Wetlands and our relationship to them: the science, the aboriginal stories, the market gardens and farms that were important to our economic survival, stories of fun and enjoyment, our myths and superstitions, the stories of those who have worked to save these places, and the growing interest and acknowledgement of the citizen scientist.

The Exhibition:

Wetlands are mysterious places where the shifting line between water and land is blurred.

They can be both beautiful and ugly. They are often both desired and disdained.

They are perfectly balanced ecosystems; full of life and fragile.

They are often discussed in black and white terms but their role in our lives is not this clear. Debates about their use and abuse, pitting farming against the environment for example, are distorted by this binary approach.

Should they be protected, restored, developed, destroyed or ...?

Be part of the conversation.



Photograph courtesy of HHM

HOUSEHOLD CHORES

Australian Curriculum links:

Science Years 7 - 10

Science Inquiry Skills

Questioning and Predicting.

Planning and Conducting.

Processing and analysing data and information.

Evaluating.

Communicating.

The Program:

Household Chores: Energy Output

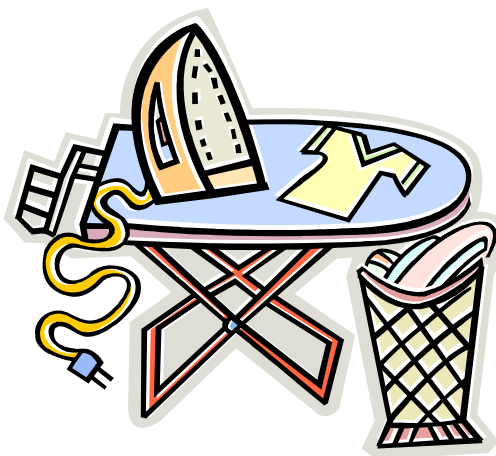
Students will use objects from the museum collection that were used in completing household chores. In small groups they need to design an experiment to determine the energy output of that chore. They will need to record this data in an appropriate format.

Comparison: Energy output today

Given similar household chores that were completed in the past, students research the energy outputs for the past as compared to the same chore today.

Display: Household Chores Report

Students use the information gained through their experiments to write up a scientific report, in a format of their choice, to present and explain their findings.



HOUSE TO HOUSE

Australian Curriculum links:

English Years 7 -10

Creating Texts

Plan, draft and publish imaginative texts.

Create imaginative texts that raise issues, report events and advance opinions.

Create imaginative texts that present a point of view.

Create sustained texts that combine specific digital or media content for imaginative purposes.

Maths Years 7 - 10

Measurement and Geometry: Using Units of Measurement

Choose appropriate units of measurement for area.

Establish formulas for areas.

Calculate areas.

Problem solving involving surface area.

History Years 7 - 10

Historical Skills:

Historical questions and research.

Analysis and Use of resources.

The Program:

House Outlines: Mapping and Stories

Students will map out the various sizes of houses through time in Armadale and compare them. The stories of each house will be told and the children fill out a T-Chart of the information.

Scaled Maps: Houses to Scale

Using grid paper the students draw scaled maps of the houses and label them according to BOLTS. Compare the area of each house and comment on the uses of that area.

House Stories: Writing Your Own House Story

students use the information gained to write a story about one of the houses. This can be completed in a variety of ways including the use of digital media.



Photograph courtesy of BLSL

LITERATURE AND CONTEXT

Australian Curriculum links:

English Years 7 -10

Literature and Context: How texts reflect the context of culture and situation in which they are created

Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts.

Explore the ways that ideas and viewpoints in literary texts drawn from different historical and cultural contexts may reflect or challenge the values of individuals and groups.

Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts.

Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts.

The Program:

History House Museum has access through the Birtwistle Local Studies Library to a wide variety of texts that explore the different stories of Armadale from a number of perspectives.

Local issues are also available such as the Old Jarrah Tree and the establishment of Soldiers' Memorial Park.

The Birtwistle Local Studies Library has a fine collection of Oral Histories from people who have lived in the district for many years as well as an extensive collection of photographs chronicling our history.

Therefore, History House Museum can tailor make a program to suit your needs using these magnificent resources.



OUTREACH PROGRAMS

MiaB

Unable to leave the classroom but still want your students to have that museum experience? Then, History House's Museum-in-a-Box could be the answer!

Our boxes contain objects related to a theme, information sheets about the theme, suggested activities and a list of suitable resources. Each object has its own sheet of information.

The MiaB program meets the requirements of the Australian and Western Australian Curriculum. It covers multiple Learning Areas.

Bookings are essential to ensure availability of the requested MiaB.

Our current box is: "What's in the Kitchen?"



Shoe Box Museum

We also have small boxes jam packed full of interesting events and periods in Armadale's history.

Topics include:

Murder and Mayhem

The Impact of the Railway

Local Anzacs

Local Industry

Reformed Convicts

The Jull Family

Water to Armadale

Farming in Armadale

PLEASE NOTE: ALL OF OUR PROGRAMS CAN BE MODIFIED TO BECOME AN OUTREACH PROGRAM.

excursion management plan

History House Museum – Armadale
Locked Bag 2, Armadale, WA, 6992

Phone: (08) 9399 0419
Fax: (08) 9399 0184
Email: hjames@armadale.wa.gov.au
Website: <http://www.armadale.wa.gov.au>
Contact: Hazel James – Education Officer

Purpose of the Excursion

History House Museum in Armadale has exhibitions relating to the natural and social history of the Armadale district. The museum also has temporary exhibitions on themes relevant to the City of Armadale. Exhibitions are supported by education programs that follow the rationale of the Curriculum Framework and the National Curriculum. The Key Learning Area that directly links to our education programs is Society and Environment but programs can be tailored to suit the needs of other learning areas upon request.

History House Museum also offers a variety of programs including:

- Local Government
- Who was that Soldier?
- School's In
- Museum in a Box / Shoe Box Museum

The Museum also offers a range of resources on-line via the City of Armadale website.

Environment

History House Museum is located in the Minnowarra Historical Precinct in Armadale, Western Australia. Minnowarra Park has a small lake and park grounds.

The Museum comprises three buildings, including History House Museum, the historic Old School Building and the Bert Tyler Vintage Machinery Museum. Please advise the Museum when booking your excursion if you have any students with special needs so that we can maximise the enjoyment of their visit.

The Museum has very limited storage for lunches and school bags, it is preferred that school bags are not brought on site and lunches are stored in a large tub which can be stored but not secured in the Old School Building.

Groups can eat morning tea or lunch at Minnowarra Park which is situated to the rear of the Museum or, in the case of wet weather; the Old School Building can be used.

Transport

Transport is the responsibility of the school. Bus parking is available on Jull Street in front of the Information Centre and then it is an approximately 5 minute walk along Jull Street to History House Museum. Mini bus parking is available in the main council car park at the front of the Museum.

Student Capacity

History House Museum caters for audiences from Kindergarten through to Year 12.

Due to the size of the Museum there must be limits to the number of students at the Museum. Therefore the following applies:

- 60 students at any one time
- 30 students for a single program

Museum tours and the relevant education programs are conducted at History House Museum, the Old School Building and the Bert Tyler Vintage Machinery Museum. History House Museum programs provide students with the opportunity to interact with museum objects; participate in the past through unique experiences such as the classroom of the 1930s and engage with local history experts.

Supervisor/Supervisory Team

It is the school's responsibility to provide sufficient supervisory staff for excursions to History House Museum. The school supervisory staff must accompany students throughout the excursion to actively monitor behaviour and intervene when necessary.

History House Museum staff and volunteers will lead, demonstrate and present activities but are not responsible for the supervision of students.

Please be advised that members of the general public may be visiting the museum at the same time as your school and we would appreciate that your students' behave in a manner that does not interfere with enjoyment of others.

External Provider Information

Clearances

History House Museum education staff members and volunteers have a current Working with Children Check.

Current Accreditations and Qualifications

- History House Museum education staff members are professional educators

Public Liability Insurance

- History House Museum is covered by the City of Armadale's Public Liability Insurance Policy
- Public Liability Certificate of Currency documents are available upon request from the Museum Assistant for Education Programs at the History House Museum and copies can be provided with booking confirmation notices.

Supervision Strategies

It is the responsibility of the school to have a supervisory team that meets their specific requirements. The ratios may vary according to the needs of your students. Supervisory teachers must accompany their students throughout the visit to actively monitor behaviour and intervene as necessary to maximise the educational experience of their students. Please be considerate to the experience of other visitors to the museum.

Identification of Excursion Participants

Identification of Excursion Participants is the responsibility of the visiting school.

It can be helpful to Museum staff if students are dressed in school uniform, for clear identification, and if the school supervisory teachers wear a name badge.

History House Museum staff and volunteers wear City of Armadale name badges.

Communication Strategies

School supervisory teachers have access to a telephone line at the front desk in the foyer of History House Museum.

School supervisory teachers are encouraged to bring with them a mobile phone that they can be contacted on and can use during their museum visit if necessary. Limited use of mobile phones is appreciated.

Emergency Response Plan

The Museum has a documented Emergency Response Plan.

In the event of an emergency it is essential that all school visitors take directions from Museum Staff and volunteers.

Teachers can increase safety by always ensuring that they meet the minimum supervision requirements and strongly encouraging their students to stay in their groups with their adult supervisors.

If evacuation is essential all visitors will be assembled at a common point behind History House Museum near the lake. Teachers will need to do a roll call and immediately inform Museum staff if any students are missing.

It is the responsibility of the school to provide basic first aid to the students. Our staff will assist if possible. It is suggested that the school supervision teachers have access to a list

of the names of students, contact telephone numbers, student medical information and relevant health information of supervisors.

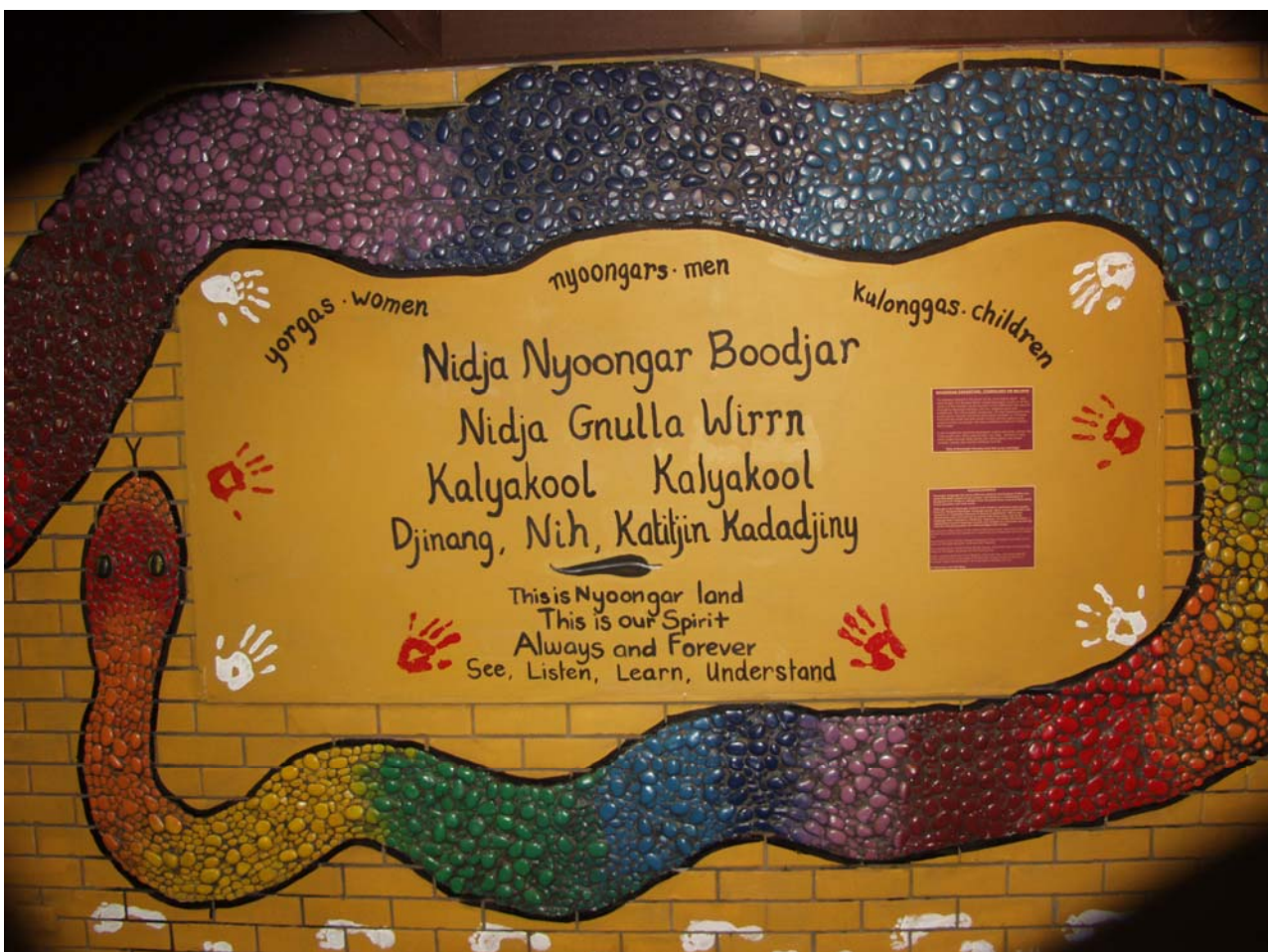
Briefing Students and Supervisors

The History House Museum Education Officer will send you a booking confirmation letter once you have made your booking.

Visitors participating in one of our programs will be met by a Museum Education staff member at the Old School Building in the Minnowarra Historical Precinct. The staff member will welcome and brief students on their arrival, outlining expected behaviour and the program outline.

Other Relevant Details Excursion Management Plan 2010

If any further information is required or you wish to discuss the content in more detail, please contact the Education Officer on (08) 9399 0419.



CONTACT DETAILS

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Booking forms are available on our website:

http://www.armadale.wa.gov.au/Home/About_Armadale/History/Lesson_Plans