

# St Marys Church – Years 5 - 6

St Marys Church provides an insight into the lives of the early white settlers in Hagley. This experience enables learners to **participate in a vigorous walk through the farm paddocks and over the style, go into the church** to observe early Tasmanian architecture and church construction. In particular, this experience investigates the lives of the Dry family and their contribution to early Tasmanian life.

## ACHIEVEMENT STANDARDS

### Design and Technologies

#### Food and Fibre Production (Year 5 & 6)

Students explain how social, ethical, technical and sustainability considerations influence the design of solutions to meet a range of present and future needs.

#### HAAS

Students describe the significance of people and events/developments in bringing about change. (Year 5)

Students identify and describe continuities and changes for different groups in the past and present. (Year 6)

## CONTENT DESCRIPTORS

### Design and Technologies

#### Food and Fibre Production (Year 5 & 6)

Investigate characteristics and properties of a range of materials, systems, components, tools and equipment and evaluate the impact of their use ([ACTDEK023 - Scootle](#))

#### HAAS

Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines ([ACHASSI097 - Scootle](#)) (Year 5)

Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges ([ACHASSI122 - Scootle](#)) (Year 6)

[Food and Fibre connections to the Australian Curriculum are available here](#)

## GENERAL CAPABILITIES

### Critical and Creative Thinking

#### Reflecting on thinking processes

Level 4 - apply knowledge gained from one context to another unrelated context and identify new meaning.

### Ethical Understanding

#### Explore ethical concepts in context

Level 3 - discuss actions taken in a range of contexts that include an ethical dimension

## CROSS CURRICULUM PRIORITY

### Sustainability

#### Organising idea 7

Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.

#### Organising idea 8

Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgements based on projected future economic, social and environmental impacts.

## Learning Goals

### Learners will:

- Recognise and describe the changes over time to buildings such as churches.
- Understand how individuals can contribute to community life.
- Discuss ways in which they think communities have changed, are changing and will continue to change.



## Learning Sequence

### Activating and Engaging

*Suggested pre-Hagley experience activity*

Learners can investigate what types of social interactions families had in the early 1900's.

- Observe the photographs of St Marys Church <https://www.ohta.org.au/confs/Tas/Hagley/Hagley.html>
- Learners can identify the elements of the church shown in the pictures. (See glossary)
- Research early Australian church construction including building methods, materials used, stained glass windows, their use, construction and significance.

### Exploring and Discovering

#### **Hagley Experience**

*(Led by Visitor Centre teachers and staff)*

After a discussion of safety, learners will walk to the St Marys Church.

Hagley staff will lead a discussion on the establishment of the church, the external features of the church and the sequence in which it was built.

By appointment the church rector will unlock the church and learners will be invited in to listen to a brief history of the Dry family and the church building. They will then be able to explore the interior of the building.

On exiting the church, learners will observe and discuss the headstone of the Dry family, noting dates, life spans and the possible reasons for some early deaths.

Learners will investigate the cemetery and make careful observations of the headstones.

#### Supporting Experiences

##### **Cottage Industries**

Learners will have the opportunity to make butter, bread, candles and card wool and watch it being spun. They will gain 'hands on' experience of how these tasks were undertaken in early times.

##### **The Hagley Museums**

Learners will investigate machines and implements used on farms and in homes before the invention of electricity. They will engage in 'hands on' activities which will demonstrate how early Australian life may have been.

##### **The Old Classroom**

Learners will experience a lesson in the old classroom in the style of an early 1900's classroom. Teaching and learning of that time will be investigated.

## Synthesising and Applying

### **Suggested post-Hagley Experience**

- Learners could visit and investigate the construction of a church in their area.
- Learners could investigate changes to social gatherings and special occasions over the last 100 years.
- Learners could investigate the Dry family and their contributions to Hagley and Tasmania and present their findings in a timeline.

## Success Criteria

### **Learners will be able to**

- Know and describe the changes which have happened to social gatherings and special occasions.
- Understand that social occasions have changed over time and will continue to do so.
- Describe ways in which they think individuals can influence their communities.

## References:

- <https://www.ohta.org.au/confs/Tas/Hagley/Hagley.html>



## Glossary

**Altar** - the table in a Christian church at which the bread and wine are consecrated in communion services.

**Chancel** - the part of a church near the altar, reserved for the clergy and choir, and typically separated from the nave by steps or a screen.

**Font** – a large stone bowl containing holy water used to baptise babies.

**Headstone** - a slab of stone set up at the head of a grave, typically inscribed with the name of the dead person.

**Lectern** – a stand where the Bible is read.

**Nave** - the central part of a church building, intended to accommodate most of the congregation.

**Pew** - a long bench with a back, placed in rows in the main part of some churches to seat the congregation.

**Pipe Organ** - a large musical instrument having rows of pipes supplied with air from bellows (now usually electrically powered), and played using a keyboard.

**Pulpit** - a raised enclosed platform in a church or chapel from which the preacher delivers a sermon.

**Rector** - a member of the clergy who has charge of a parish.

**Spire/Steeple** – tall addition to a church usually containing a bell.

**Stained glass window** - coloured glass used to form decorative or pictorial designs, typically by setting contrasting pieces in a lead framework like a mosaic and used for church windows.

