This Excursion to Paddington and the Victoria Barracks Military Base, has been aimed at my Year 6 boys class I am teaching for my prac, at Waverly College, Bondi. The site that has been chosen is in a neighbouring suburb to the school. The boys will actually have an early picnic lunch at Centennial Park and walk down Oxford street to the Victoria Barracks in the afternoon for a guided tour of the site and museum.

Each student is to be allocated to a group teacher / adult leader for the day. Within these groups, students are to be paired (higher level students being paired with those students with learning difficulties or language difficulties).

**The relevance of this excursion to HSIE Syllabus and other KLA's.**

Prior Knowledge: This term, the boys are currently learning about looked at Government and in particular, Local Councils, such as Woollahra. They have previously did a unit of work on ‘Australia, looking at significant built and natural forms within Australia.

By stage two, the students are familiar with skills used in learning such as mapping, simulation, jigsaw groups, timelines, and questioning. Before they left for the excursion, the students were given the worksheets and they were discussed as a group. The Students were asked to make a list of ten questions to ask the guide at Victoria Barracks in preparation for completing the worksheets.

This day trip to The Victoria Barracks and surrounding suburb of Paddington is a component of the The Stage Three Outcome, “**Significant Events and People**” CCS3.1: *Explains the significance of particular people, groups, places, actions and events in the past in developing Australian identities and heritage, within the content strand CHANGE AND CONTINUITY.*

The field trip could also be used to address the Stage Two Outcome, “**Relationships with Places**” ENS2.5: *Describes places in the local area and other parts of Australia and explains their significance, within the content strand ENVIRONMENTS.*

**This excursion aims to fulfil the following key indicators:**

- Students generate a number of focus questions to be addressed by the investigation.
- Students use a variety of primary & secondary data to respond to the worksheets.
- Students use a variety of technical skills (eg mapping, timelines) to meet professional requirements.
- Students process and analyse data presented.
- Students acquire knowledge about a built place and the people and events associated with this place by observing, mapping and recording phenomena in the real world.
- Students locate, select, organise and communicate geographical information.
- Students develop a sense of empathy towards the people associated with the built site.
LEARNING HOW TO INVESTIGATE A BUILT SITE: VICTORIA BARRACKS & THE SURROUNDING HERITAGE AREA, PADDINGTON

- Students develop an understanding of the significance of the Victoria Barracks, the people and events surrounding this site and the significance of the surrounding community of Paddington.
- Students understand the heritage, historical, geographical, cultural and social value of the site and its surrounds.

Links to other KLA’s include:

> English (letter writing activity and text types: recounts)

> Art: Sketching - a modification if the set worksheet activity could be using another medium such as charcoal or progresso pencil to draw the sketches of the buildings on art paper. The children were also asked to bring their digital cameras if they have one, to take a range of photos of the buildings viewed on the excursion to create a photo montage later.

> PDPHE – Health & Fitness: walking to site.

> Science & Technology – Architectural 2D drawings: Plan and Front Elevation

Strategies used in this Excursion- using the skills the students know to learn:

- Questions prepared – through a guided tour of the site.
- Visual text – Interpreting Photographs both on worksheet and in the museum.
- Mapping – Students identify the individual buildings within the Victoria Barracks site. Students identify the site and other key buildings within the Heritage area of Paddington.
- Simulation - Having the students ‘experience’ the life of a soldier training at the Barracks through stepping into the footsteps of a soldier and writing a letter home to his mum and dad. (Cross with KLA English – can also have the students write a ‘re-count’ text-type, reflecting on the excursion)
  - The students can share their stories back at school.
- Jigsaw groups – back in the classroom, students can group according to the building they sketched and share their knowledge in rotation.
- Timeline – Using this visual method of clarifying events in time for the students.

Incorporating values and attitudes into the learning experience:

* A considerable amount of class time will be spent, prior to the excursion day, building knowledge around the cultural, historic/heritage and social values and perspectives surrounding the site.

- Discuss the aboriginal history of the area.
- Discuss Paddington as a multicultural suburb.
- Ask questions so that the students can relate to the environment that is of focus and
- Incorporate any of their connections with the suburb, building, people within the area such as, do any of the students live in Paddington or know of anyone living in paddington? Has anyone been to any of these buildings in Paddington?
- Highlight how this suburb accommodates different cultures identifying the range of mainstream religion and ethnic churches in Paddington or neighbouring suburbs.
- Use of a variety of primary and secondary sources to gain perspectives on the people surrounding the events at Victoria Barracks – photographs, journal entries, the oral knowledge of the guides or any other people working at the Barracks, brochures, object displays (artefacts), actual built forms.
- Have the Students write a list of some of the rules to follow whilst on the ground of the Victoria Barrack, showing respect for the buildings and people associated with the site both in the past and present.
The Heritage Value and/or historical, geographical, cultural, political, economic or social significance of the site.

**Significance of Paddington for a Primary Learning Experience.**

The suburb of Paddington is listed with the Woollahra council as a Heritage conservation area. It has a rich and diverse history and natural setting that is represented in Victorian, Federation, Inter-war and post-1950 buildings, precincts and streetscapes. This environmental heritage has a local, regional and, in many instances, a nationally recognised level of significance. The council aims to encompass its architectural integrity, community facilities, lifestyle, cultural development, whilst maintaining a history of this special environment.

The population of Paddington, at the 2001 census, was 11,817 people (ABS, 2001). The area has a high level of foreign ancestry, with only 25% of people in the 2001 census identifying that their parents were born in Australia. In contrast, 67% had parents who were born in North-West European nations, such as England and Ireland. The suburb is a high-wealth area.

**Aboriginal culture**

The suburb of Paddington is considered to be part of the land associated with the stories and rituals of the Cadigal people. These people belonged to the Dharug (or Eora) language group, and were also the traditional owners of what is now the Sydney central business district. It is known that the ridge on which Oxford Street was built was also a walking track used by Aboriginal people. Much of the Aboriginal population of Sydney was decimated by the smallpox outbreak of 1789, only one year after the First Fleet arrived in Sydney (City of Sydney, 2005).

**Culture**

Paddington is a hub for trendy fashion stores. There are 250 stalls selling Australian contemporary art, craft and fashion, directly by the artists and craft makers. cafes, pubs, Art Galleries and cinemas. Paddington Markets, Oxford Street, has a popular open-air market
held every Saturday in the grounds of the heritage-listed sandstone Paddington Uniting Church on Oxford Street.

There are mainstream and ethnic churches available to cater for all religions in Paddington or in neighbouring suburbs.

Sydney Football Stadium on Moore Park Road on Paddington's southern border. It is the home ground of the Sydney Roosters, NSW Waratahs and Sydney FC, and can be seen best from the top of Oatley Road, just outside the Paddington Town Hall.

Significance of Victoria Barracks for a Primary Learning Experience.

Victoria Barracks is significant on many levels. In terms of architecture it is a good example of nineteenth century barracks planning – where the layout of buildings and parade ground demonstrate the contemporary attitude to planning, defence, the role of the military and the daily life and operation of the British Military. The Barracks precinct provides a strong ‘townscape’ connection between the principle of high density planning in Paddington and the open space of Moore Park. It is one of the most architecturally imposing nineteenth century military establishments in Australia.

The buildings provide evidence of the many phases of NSW’s military history. Victoria Barracks contains an excellent array of colonial barracks (pre 1850) and one of the most important groups of Edwardian military buildings in Australia. The continuity of Defence occupation and use of the Barracks is rare and only seen in other early sites such as Anglesea Barracks (Hobart), Lancer Barracks (Sydney) and Victoria Barracks (Melbourne).
Victoria Barracks is protected under the EPBC Act and listed on the Commonwealth Heritage List and the register of the National Estate. The Commonwealth listings provide protection for the heritage values of Victoria Barracks, but allow appropriate Defence site use and development.

There are numerous significant historic buildings and sites within the Victoria Barracks precinct. As such, a conservation programme for the Barracks has been implemented by the Department of Defence, to minimise and manage the deterioration of the historic buildings.

Resources


A variety of Brochures collected from the Museum within the grounds of the Victoria Barracks, 2009.
