

Buderim-Palmwoods Tramway Expeditions

Overview

Buderim-Palmwoods Heritage Tramway Inc. is pleased to offer this kit of programs for primary schools, enabling teachers and students to make the most of an excursion to the Tramway Walking Track and, optionally, a visit to the KRAUSS Engine.

The programs have been designed for each of Years 2, 3, 5 and 6. These programs align with the Australian Curriculum.

Year 2 History: The Lost Tramway Expedition

Students set out on an expedition to find evidence of the hundred-year-old tramway.

Year 3 History: The Lost Tramway Expedition

Students investigate those aspects of the community that have changed and those that have remained the same over time. They also examine the role that people of diverse backgrounds have played in the development and character of the local community.

Year 5 Geography: Environmental Impact Survey

Students investigate the tramway track for evidence of changes to the environment, how the area containing the track was used over time and the impacts of these uses on the environment. Back in the classroom students create a map of the track showing these features.

Year 6 History: Democracy on Wheels

Students conduct a survey of the features of the track, then back in class explore and re-enact a democratic process similar to the one that created this community tramway.

Note: The programs focus on an excursion to the tramway walking track, but an excursion can also be made to visit the KRAUSS locomotive by arrangement.

The Lost Tramway Expedition

Introduction

It's amazing the things you find hidden in the landscape. Students set out on this expedition to find evidence of the hundred-year-old tramway. Did it really exist? How do we know? Where would the tramway have gone? Why was it built? How do we know this is the tramway in the photos? What technology would have been used to build it? Has the technology changed since then? How would it have impacted the lives of pioneers on Buderim and the Sunshine Coast? Should we preserve it? What might that mean?

Geography students explore the evidence in the landscape of the environment which existed pre-settlement and the effect of European settlement activities, the tramway development 100 years ago, and the current use as a walking track.

Schools can set off on the expedition any time of their choosing, though we do suggest groups no more than a class at a time, staggering classes by ½ hour. Students work in small groups to seek out evidence. It is essential each group is supported by a teacher or guardian.

This document describes the Program and the Curricular Connections and provides links to activity instructions for both Year 2 and Year 3.

Note: Activity Instructions for this program can be found in the [Lost Tramway Expedition](#) kit

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Year 2 History

Curriculum Connections

Key Inquiry Question: What physical remains of the past are important to the local community? Why?

The central focus for the excursion is the **History** and **Social Sciences** curriculum. In terms of History, activities focus on knowledge and understanding in the following areas:

- The history of a site and part of the natural environment in the local community and what it reveals about the past **(ACHASSK044)**.
- The importance of a historical site of cultural significance in the local area and why it should be preserved **(ACHASSK045)**.
- The effect of changing technology of transport and communication on pioneering life **(ACHASSK046)**.

The expedition develops students' inquiry skills by having them:

- Interpret information displayed in pictures and texts and on a tramway map. **(ACHASSI040)**: interpreting distance on a map, and interpreting map legends.
- Pose questions about past and present modes of transport and communication **(ACHASSI034)**: developing how, when and why questions at the start of an investigation. Developing inquiry questions about the historical site - What does it look like now? What condition is it in? What was its purpose? How might its use have changed? How was it built/created? Who built it? How is it now used? Why is it important? Pose questions using stems 'How do I feel about ...', 'What would it be like to ...' and 'What effect ...'
- Collect information from observations on the tramway track, and identify information and data from sources provided, recording and sorting information, discussing and drawing conclusions **(ACHASSI035) (ACHASSI041) (ACHASSI036)**: identifying relevant sources, locating evidence.
- Sequence changes in transport and communication, comparing the past and present, and consider how Buderim and the Sunshine Coast have changed over time. **(ACHASSI039) (ACHASSI037)**.

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In terms of year 2 Mathematics curriculum, the walk and follow up activities link to the following content:

- Investigate number sequences **(ACMNA026)**, and recognise, model, represent and order numbers to at least 1000 **(ACMNA027)** through the walk meter markers in a series of hundreds.
- Explore the connection between addition and subtraction **(ACMNA029)**.
- Solve simple addition and subtraction problems using a range of efficient mental and written strategies **(ACMNA030)**.
- Recognise and represent multiplication as repeated addition, groups and arrays **(ACMNA031)**.
- Recognise and represent division as grouping into equal sets and solve simple problems using these representations **(ACMNA032)**.
- Interpret simple maps of familiar locations and identify the relative positions of key features **(ACMMG044)**.
- Identify a question of interest based on one categorical variable. Gather data relevant to the question **(ACMSP048)**.
- Collect, check and classify data **(ACMSP049)**.

NOTE: Activity Instructions can be found in the [Lost Tramway Expedition](#) kit.

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Year 3 History

Curriculum Connections

Key Inquiry Questions: How has our community changed?
What features have been lost and what features have been retained?

The central focus for the excursion is the **History** and **Social Sciences** curriculum. In terms of History, activities focus on knowledge and understanding in the following areas:

- How the community has changed and remained the same over time and the role that people of diverse backgrounds have played in the development and character of the local community (**ACHASSK063**).

The expedition develops students' inquiry skills by having them:

- Locate and collect information and data from different sources, including observations (**ACHASSI053**).
- Record, sort and represent data and the location of places and their characteristics in different formats, including simple graphs, tables and maps, using discipline-appropriate conventions (**ACHASSI054**).
- Sequence information about people's lives and events (**ACHASSI055**).
- Draw simple conclusions based on analysis of information and data (**ACHASSI058**).
- Interact with others to share points of view (**ACHASSI059**).

In terms of year 3 Mathematics curriculum, the walk and follow up activities link to the following content:

- Measure, order and compare objects using familiar metric units of length, mass and capacity (**ACMMG061**).
- Make models of three-dimensional objects and describe key features (**ACMMG063**).
- Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies (**ACMNA057**).
- Create and interpret simple grid maps to show position and pathways (**ACMMG065**).

NOTE: Activity Instructions can be found in the [Lost Tramway Expedition](#) kit.

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Year 5 Geography

Environmental Impact Survey

It's incredible the evidence of previous human activity you can find in the landscape. Geography students have the opportunity to explore the evidence in the landscape of the pre-settlement environment, European settlement activities, the tramway development 100 years ago, and the current use as a walking track. Back in the classroom, students have the opportunity to map their findings to produce a visual representation of what they find. This document describes the Program, the Curricular Connections and provides links to activity instructions and resources.

NOTE: Activity Instructions can be found in the [Environmental Impact Survey](#) kit-

Curriculum Connections

Key Inquiry Question: How do people influence the human characteristics of places and the management of spaces within them?

The central focus for the excursion is the History and Social Sciences curriculum. In terms of Geography, activities focus on knowledge and understanding in the following areas:

- The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places (**ACHASSK112**).
- Exploring the extent of change in the local environment over time (for example, through vegetation clearance, fencing, urban development, drainage, irrigation, farming, forest plantations or mining) and evaluating the positive and negative effects of change on environmental sustainability.

The expedition develops students' inquiry skills by having them:

- Locate and collect relevant information and data from primary sources and secondary sources (**ACHASSI095**).
- Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions (**ACHASSI096**).
- Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines (**ACHASSI097**).
- Work in groups to generate responses to issues and challenges (**ACHASSI102**).
- Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (**ACHASSI103**).

NOTE: Activity Instructions can be found in the [Environmental Impact Survey](#) kit.

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Year 6 History

Democracy on Wheels

This tramway track has an intriguing history. An interesting democratic process lies behind the development, and this shows how the community can come together to make major infrastructure decisions. This expedition enables students to collect data and evidence in the field, looking at the layers of evidence. Back in the classroom, students can map their findings. They also have the opportunity to role-play the democratic process of the community to achieve the building of the tramway. Will this group make/reach the same decision? Students will also consider the levels of government involved in such a project and discuss the economic Opportunity Cost.

This document describes the Program and the curricular connections and provides links to activity instructions and resources.

NOTE: Activity Instructions can be found in the [Democracy on Wheels](#) kit.

Curriculum Connections

Key Inquiry Question: How do people influence the human characteristics of places and the management of spaces within them?

The central focus for the excursion is the History and Social Sciences curriculum. In terms of History, activities focus on knowledge and understanding in the following areas:

- The contribution of individuals and groups to the development of Australian society since Federation (**ACHASSK137**).
- The contribution of groups and organisations in the development of Australia in the twentieth century (for example, the CSIRO, environmental action groups, farming cooperatives).

The story of the tramway can also be used to understand:

- Civics: The roles and responsibilities of Australia's three government levels (**ACHASSK144**).
- Economics: How the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs (**ACHASSK149**).

This activity focuses on developing students' skills of evaluating and reflecting by having them:

- Evaluate evidence to draw conclusions about the tramway (**ACHASSI129**).
- Work in groups in the field to consider issues and challenges (**ACHASSI130**).
- Use criteria to make decisions, considering advantages/disadvantages (**ACHASSI131**).
- Reflect on learning to predict the probable effects (**ACHASSI132**).