Buckingham House
TEACHER RESOURCE

City of Wanneroo



Wanneroo Heritage Education

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Internet Websites - disclaimer in this document links to websites have been recommended. Links were checked at the time of publication; however, we have no control over any changes which may be made to those webpages. We suggest that you check all urls before accessing them for activities. July 2026.

Historic Houses: Observation and Comparison

Year 1: Present and past family life

How the present, past and future are represented by terms indicating time as well as by dates and changes that may have personal significance.

Year 2: The past in the present

The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past.

The importance today of a historical site or place and why it has heritage significance and cultural values for present generations.

Year 3: Communities and remembrance

One important example of change and one important example of continuity over time in the local community, region or state/territory.

The role that different cultural groups have played in the development and character of the local community compared with development in another community.

Pre excursion ideas: See,think,wonder activity

Conduct a see, think wonder activity with the class using the photos of Buckingham House. This is a great way to stimulate curiosity and inquiry through careful observation.

1. View the Buckingham House video slides. Model the following photo from 1930 with students first. This is the earliest photo of the house in the Wanneroo Community History Centre collection.



See- What can students see in the photo? Encourage students to just make observations at this stage, not interpretations. eg limestone rock walls, chimneys, metal roof.

Think- What do students think is happening in the photo and why? What does this photo tell us about the past? Eg I think the house was built before electricity because I can't see power poles.

Wonder- What does this photo make the students wonder? What other questions would the students like to find out? Eg I wonder who lived here, I wonder why the house was built in this location.

2. Have students break into groups and conduct the see think, wonder activity with the photograph from 1970. Teacher note: Wanneroo received electricity in 1954. See if students have noticed the power poles.

3. Have students do a think, pair, share or record responses onto the see, think, wonder templates.



Buckingham House background history notes

Buckingham House was the family home of John and Emily Buckingham and their seven children. In 1876, John purchased 100 acres close to Lake Joondalup and by 1880 had built the four room cottage using locally sourced materials.

Many of the materials used to construct early houses in Wanneroo were sourced from the surrounding environment, including limestone and timber. Before local factories were established in Perth, other building materials, such as galvanised iron for roofing and glass for windows, were imported from places such as the United Kingdom.

Early houses were typically roofed with timber shingles, but these were prone to leaks and rot. The introduction of galvanised corrugated iron provided a more durable and reliable alternative. Its ridges strengthened the metal sheets and directed rainwater into tanks. A zinc coating helped prevent rust. By the early 1900s, it was mostly made from steel instead of iron.

The Buckingham's resided here until 1906 where it was leased to other families until the 1920s. Over the years, Buckingham House was called home by prominent Wanneroo families such as the Tappings, the Tognos and the Nevilles. With each new family who made Buckingham House their home, there were additions and changes made to suit their needs. Bert Togno enclosed the front verandah to create an extra room for his boys to sleep in. It’s hard to imagine, but electricity was a luxury not available until 1954, with diesel being the primary source of power on the farm.

The property was sold for housing in 1968. The house was saved from demolition by community calls for restoration. It was officially opened as a local history museum in 1985.

Preserving Places and Stories activity

History is the study of people, places and events from the past. It helps us understand how life has changed over time.

Heritage is something from the past that people value and want to protect for future generations. Heritage can include places, buildings, objects, stories and traditions.

After the property was sold for housing in 1968. Buckingham house was saved from demolition by community calls for restoration.

Ask students to think of something in their home, school or community that they believe should be protected for the future (for example, a special building, tree, object or tradition). Have them explain why it is important and whether they think it is part of their community's heritage.

Suburban changes past and present comparison activity

On the Buckingham House video slides show the aerial map of Buckingham House from 1952. Do a google maps search and look at the landscape you see today around Buckingham House. Although some of the bushland nearby at Lake Joondalup remains, most of the surrounding land has been developed for housing and commercial activities and much of the woodland has been removed.



Background history notes

Wanneroo's rich natural environment has supported food production from the land and water for thousands of years. Noongar family groups camped around the lakes and coast, harvesting a rich variety of plants, and hunting animals and sea life for food.

From the 1860s, migrants from Europe and other parts of the world settled in the area, attracted by the fresh water and fertile soils. Wanneroo was largely a farming and market gardening area and these are still important businesses today.

Exploring Change: Domestic Objects Past and Present

Year 1: Present and past family life

The differences and similarities between children's daily lives and life during their parents' and grandparents' childhoods and how daily lives have changed.

Year 2: The past in the present

The impact of changing technology on people's lives and how the technology of the past differs from the technology used today.

Pre excursion Ideas: Object comparison

1. Show the first Historical Object Investigation video slide which has two items side by side. These have a similar use but are from different time periods. Ask the students which one is more recent and which one is older. Brainstorm how we can tell this from the object's appearance. Discuss physical attributes: size, shape, colour, materials, how it works – by hand, electricity, oil, condition of the object, etc.

2. Look at each object on the slides and have a classroom discussion whether each object is from the past (then) or present (now). See the notes below for explanations to prompt further discussion. Suggested activities during the slides: On the whiteboard draw a table with two categories for past and present objects. Discuss the materials for each object and make a list as a class. At the end check to see if there are any materials that are found in both categories.

3. Select from the worksheets following this lesson for students to complete:

- Then and now sorting activity (note: check for vocabulary understanding first).
- Then and now matching activity.

Additional activity suggestions

- Watch the ABC Education Buckingham House film clips which demonstrate how some of the old fashioned items work.
- Do a virtual tour of Buckingham House or Cockman House and examine the similarities and differences in the homes compared to today.
- Charades - Have students in pairs or groups act out the actions of the past and present objects. Have the others in the group guess the action. Example: Pretend to scrub on a washboard, emptying the potty, lighting a fire in the wood oven, using a washing machine.

Additional pre excursion activity ideas

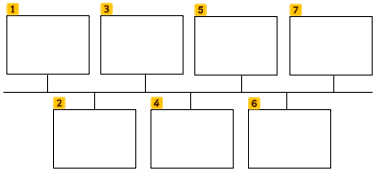
1. Ask students to predict how people completed everyday tasks before electricity.
- Examples: Washing clothes, keeping food cold, cooking meals, fetching water, lighting a room.
- Compare their ideas with what they discover during the excursion.

2. Prediction floor plan- Print out the floor plan in A3 and the object sheet in A4. Get students to cut out the objects and glue them into the predicted room they belong in. Discuss why they think they belong there. When your class visits Buckingham House you can compare your predictions to the real thing. Or you can use this after your excursion to remember the different rooms and objects.

3. Discuss why visiting old houses might be useful and fun. What would you look for in such a visit?

Post excursion activity ideas

1. Timeline sequence- Get students to cut out the timeline cards and put the events in the correct order. Printable worksheets are located at the end of this document.



2. Reflection 3-2-1: Write three things you learned, two things you found interesting, and one question you still have.

3. See, think, wonder- Revisit the ‘I wonder’ questions students generated before the excursion. Which questions were answered? Which could be researched further?

4. Persuasive writing: Would you rather live in the past or today? Explain why.

5. Write a diary entry from the perspective of a child living in the house in the past.

Resource links

- Historical Object Investigation video
- Buckingham House slides
- ABC education object videos
- Collections WA: Wanneroo
- Picture Wanneroo

* Teachers should note that Noongar culture is one of the world's oldest continuing cultures. References to historical Noongar use of the area should be balanced with acknowledgement of the ongoing cultural, spiritual, and community connections that Noongar people maintain today.

Washboard and mangle



Monday was usually washing day. The woman of the house filled the copper with water and lit a fire underneath to heat it. Clothes were soaked in hot, soapy water. Long wooden sticks or tongs were used to lift the hot clothes out. Some clothes were then scrubbed on a washboard with soap and water. The ridges on the washboard helped remove dirt. Finally, the clothes were rinsed in clean water to wash away the soap.



Fabric was placed in between the rollers of the mangle and by turning the handle on the side the rollers would move the fabric through, causing the water to be squeezed out.

Washing machine



In the 1800s, early washing machines were invented. They were made of wood and had wheels or handles that people had to turn by hand. They helped clean clothes by moving them through water to loosen the dirt. In the early 1900s, electric washing machines were introduced, making washing clothes much easier.

The washing machine has an inner drum with paddles that turn the clothes through soapy water to clean them. The dirty water is pumped out and clean water is added to rinse the clothes. This happens a few times. At the end, the drum spins very fast to remove as much water as possible.

"Mum did the washing by hand and scrubbed the clothes on a scrubbing board in steel troughs. Her hands were chaffed, gnarled and split from the work." Angela Ayres

"I did the washing on the back verandah in three galvanised iron bath tubs. I washed twice a week and it took all day each time." -Dolly Cockman

Inquiry questions

- How do you think the wash board was used to clean laundry?
- Did you know? It could take up to a whole day to do your washing.
- Why do you think it took so long and can you imagine spending a whole day doing this chore. How would you feel?
- What is similar and what is different about the past and present way to do washing?

Flat iron and Mrs Pott's iron



In the past, irons were heated on top of a wood stove. The handle became hot, so people used a cloth to hold it. The irons cooled down quickly and had to be heated again, making ironing slow. Some people used two irons so one could heat up while they used the other.



This iron was invented by Mary Florence Potts. It has a removable wooden handle so it does not get hot. An advantage of a removable handle is that a spare metal base can remain on the stove to heat and can be swapped over for immediate use. Cotton clothes were often sprayed with water during ironing to create steam and help remove wrinkles.

Electric iron



Electric irons were first invented in the 1800s, but they looked different from today's irons. Early electric irons did not have a power cord and were heated on a special stand. In 1903, irons with power cords were introduced, and in 1926 steam irons were invented. Before steam irons, people had to spray water on clothes or iron them while still damp.

Modern irons use electricity to heat up. An electric current flows through a coil inside the iron, which gets hot and transfers heat to the metal base plate.

Inquiry questions

- What is similar about the irons? E.g. Pointy front, both made from metal, both have a handle, both use heat to smooth wrinkles from the fabric.
- What is different about the irons? E.g. The modern iron has some parts made from plastic, has dials and buttons, has a power cord as it needs electricity, a compartment for water.

Wood stove oven

This oven is heated by burning wood. Coal was also a means of heating some ovens. It is made from a metal called iron.



The oven has two doors. The top door is where wood is placed and burned. A metal handle opens and closes vents that control airflow. Opening the vents lets in oxygen to keep the fire burning, and closing them helps put the fire out. Smoke goes out through a chimney. The bottom door is where food is placed to cook. Inside, there are metal shelves for holding the food.

Electric or gas oven

Electric cookers were first made in the 1890s, but they were expensive and not many homes had electricity. By the late 1920s, they became cheaper and worked better.



Today, ovens use electricity or gas to heat up. Some ovens also have a fan that helps spread the heat evenly inside.

Inquiry questions

- What would be difficult about using a wood stove?

E.g. Having to light a fire can take some time; you need to collect wood; it can take a long time for the oven to heat up; how do you know the temperature and timing of how long food has been in the oven?

- What is similar about the ovens?

E.g. same shape, both made from metal, have a handle and door, have a place to put the food to cook, both have a top to heat pots on.

- What is different?

E.g. Modern ovens have buttons and dials to control temperature and have a timer, don't need a compartment to place wood, different heating methods.

- Can you think of some other appliances in your kitchen that are used for cooking?

"There was no stove in the house, so I cooked our meals on an outside open fire."
Dolly Cockman 1915

Coolgardie safe

This helped keep food cool before fridges were invented. Water was poured into the top container. A small tap let the water drip onto the hessian covering the sides. The safe was placed in a breezy spot, such as a verandah or near a doorway. As the wind blew over the wet hessian, the water dried (evaporated), making the inside of the safe cooler. The Togno family that lived at Buckingham House did not have a Coolgardie safe but would put a billy can down the well to set jelly and had a small shed out the back to keep cheeses.



Ice chest

Early ice chests were made of wood and lined with metal. They were insulated with materials like charcoal or cork to help keep the cold in.
A large block of ice was placed in the top compartment. Food was stored below, where it stayed cool from the cold air from the ice. Over time, the ice melted and needed to be replaced. Ice was made in factories and delivered to homes by the ice man using a horse and cart.



Refrigerator

The first refrigerator was invented in 1834. Over time, inventors improved the design, and by the 1920s people could buy fridges for their homes. In Australia, electric fridges did not become common in homes until the 1950s, when electricity became available in more households.



Modern fridges use electricity and a special chemical called a refrigerant. The refrigerant absorbs heat from inside the fridge and carries it outside, keeping the food cold. It changes from a liquid to a gas and back again, repeating this cycle over and over.

"Dad … made sure that we could keep our food fresh. The supply room had a sand floor, so he dug a large hole and put an ice chest there. It was the coolest spot in the house. Once a week he brought home a fresh block of ice."
Anne Germano

Inquiry questions

- Why was wood used on the outside of an ice chest? How well do you think an ice chest or Coolgardie Safe kept food cold and preserved it compared to a modern fridge? Wood is a thermal insulator, which means it reduces heat transfer. You would want to try and block heat from entering to keep food cold.
- How are the Coolgardie Safe, ice chest and modern fridge similar and different, and why is keeping certain foods refrigerated important?

Electricity Supply

Electricity was first introduced to Western Australia in 1888 by C.J. Otte and the Western Australia Electric Light and Power Company. In 1892, Perth's first electric streetlight was installed, replacing earlier gas lights.

Early power stations were built in Claremont (1900) and East Perth (1913–1916). In 1946, the South West Power Scheme was created to send electricity over long distances using a high voltage grid. It used power stations in places such as Collie, South Fremantle, Perth and Bunbury.

The City of Wanneroo received mains electricity on 23 June, 1954. The power reached only as far as the corner of Wanneroo Road and Pinjar Road intersection (known as the '15 mile peg'). It took ten years of lobbying to finally get the mains electricity to the area. Street lighting came to Wanneroo in 1959.

Activity Suggestions

- Use Google Maps to find the corner of Wanneroo and Pinjar Road to see where electricity went to in Wanneroo in 1954. If your school is in the City of Wanneroo, find your school on Google Maps and decide as a class whether your school is in the area of receiving the electricity.
- View the newspaper article Wanneroo to Celebrate in Electric Light from The West Australian (17 June, 1954) and answer the questions below:
- How do you think the people who lived in Wanneroo felt having to wait ten years to get electricity? Why do you think it took so long?
- What do you think it would be like to live in a house without electricity?
- Write a diary entry: Imagine you are finally getting electricity to your house for the first time. Write down how you are feeling. What electrical items would you purchase first? Make a list.



However, not everyone in Wanneroo liked the introduction of electricity: What do you think Joy Fleming means when she says it's more peaceful without electricity?

"... I don't like electricity a lot. It is just lovely and peaceful when you haven't got it. You need it for reading but we used to just have an oil light - one oil light for the house. That was it and we had a little lantern we had outside to go to the toilet with."
Joy Fleming

Candles and lamps

Candles were once used to light homes. Candle wax can be made from different materials, including beeswax and paraffin. Paraffin wax, made from coal or petroleum, was invented in the 1850s. When the wick is lit, the candle produces light. Candle holders caught dripping wax and made candles safer to carry.
Did you know? Leftover animal fat from cooking was often used to make candles and soap.



A lamp is a device that burns fuel, usually oil, to produce light. Oil lamps have been used since ancient times and have been made from many different materials, including stone, clay, shell, glass, pottery and metal. Different oils such as animal fat (eg whale oil), beeswax and olive oil were used.



Slush lamps- early lamps in Australian colonies used tallow, which is animal fat, that would be placed in a bowl and a cotton wick or rag would float in it. This would be lit with a flame.

Kerosene lamp - became popular in the 1860s after petroleum oil was first drilled in 1859. Most lamps were imported from Britain and North America. Kerosene is poured into the lamp, and a cotton or hemp wick soaks it up. When the wick is lit, it burns to produce light. A knob can be used to raise or lower the wick, which changes the brightness of the flame.

Wanneroo beekeeper Mr G. Brady used this mould to make candles from beeswax. (Wanneroo Regional Museum)



Inquiry questions

- Do you think it would be easy to read or do things by candlelight?
- What are some difficulties and benefits of using a candle?
- When have you or your family used candles?
- Kerosene lamps started to become less popular as a way of lighting the home because of another invention. Can you think of what that invention is?

Light bulbs

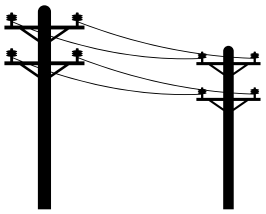


Incandescent: inside a light bulb is a thin wire called a filament, usually made from tungsten. When electricity flows through it, the filament heats up and glows to produce light.

Thomas Edison improved early light bulbs by working on better filaments. His first version used carbonised cotton thread and lasted about 14 hours. He later tried carbonised bamboo, which lasted about 600 hours. He patented his light bulb in 1879. In 1904, European inventors began using tungsten for filaments, which is still used in light bulbs today.

LED lights: use a microchip made from materials like silicon. They also last longer and use less power than incandescent light bulbs.

Power generation





Electricity is a form of energy. It occurs naturally such as in lightning and it can be generated. Electricity is made by converting fuel sources into power. In Western Australia, this mainly includes coal and gas, but also diesel and renewable energy like solar, water and landfill gas. Electricity is then delivered through power networks. Some areas use overhead power lines, while others such as newer suburbs of Perth use underground systems.

Additional Information

Invention light bulb video

Light bulb facts for kids

History of electricity video

Inquiry questions

What else can produce light?

E.g. battery operated torches; solar power; etc.

Water Supply

The freshwater chain of lakes in Wanneroo have long made this an area where Noongar people have lived, hunted, collected food and held ceremonies for millennia. (See Water in Aboriginal Culture from the Water Corporation for videos and resources).

In 1829, early settlers in the Perth area relied on swamps, lakes, freshwater springs, shallow wells, and rainwater tanks for their water supply. There were challenges with using water from shallow wells, as it could become contaminated by nearby cesspits (a pit where sewerage is placed), leading to the spread of diseases.

In 1891, the Victoria Reservoir, Western Australia's first major public water supply dam, began supplying water to parts of inner Perth. In 1963, the government investigated groundwater as a long-term water source, leading to the expansion of sewers, pumping stations, and water treatment facilities.

Today, most homes are connected to the main water supply. Some households also use garden bores or rainwater tanks for watering gardens, although this water is generally not recommended for drinking.

"We pulled 20 buckets of water just to do the washing. I was 10 then." - Eva Mola talking about using a well. (1940)

"The water was drawn from a well and carried 100 metres to the house in buckets. In later years we put down a bore and pumped water to the house." - Paul Conti

Inquiry Question:

- How would you feel if it was one of your jobs to collect water from a well? Do you think that chore would be easy or hard to do?

Activity suggestion:

- If your school oval has a 100 metre track marked out practise walking that distance, possibly carrying a bucket of water.
- Have a look on the Buckingham House slides and point out the photo of Buckingham House with the rainwater tank.
- Search for your school on the Water Corporation Website to see where the drinking water comes from. Explore the timeline to compare Perth's water supply in the 1960s, today, and the future. Notice how population growth affects our future water supply.

Toilets from the past



Before the 1850s, most homes did not have indoor bathrooms. Washing was usually done in an outdoor washhouse, and toilets were often outside in a small building called a dunny. Some homes used a chamber pot or commode indoors.



Chamber pot: a portable container used as a toilet indoors, especially at night, before indoor plumbing became common. It was usually kept under the bed and emptied into an outdoor toilet or toilet can the next morning.

Commode: a chair with a built-in seat opening that held a chamber pot underneath. Many commodes included a lid to conceal the pot when not in use.



Human waste was collected in a toilet can. A worker, known as the night soil or dunny man, collected the cans and took them to a sanitary depot. There, the waste was emptied into a large pit called a cesspit, and the cleaned toilet cans were returned for reuse.

Flushing toilets

A toilet uses water to flush human waste through pipes into the sewer system or a septic tank. The waste is then carried away to be treated safely, helping to keep homes and communities clean and healthy.

Inquiry questions

- Why is the flushing toilet such an important invention?

Activity Suggestions

- Watch the video: BTN: History of Toilets ABC education

Before then [flushing toilets] we used the old dunny down the garden. The toilet seat was a piece of board with a hole in it. Underneath the board was a four-gallon drum or kerosene tin. I emptied the dunny tins because my husband didn't like doing it. - Eva Mola

Chores from the past

The boys chopped and gathered wood for the fire and helped dad in the garden, while the girls helped mum in the house and kitchen.

Margaret Cockman

My girls could cook, wash clothes and do everything in and around the house by the time they were 14.

Eva Mola

Talking about washing day …The sheets were the worst to wring and hang out. We girls helped with the sheets and towels. We ironed all the clothes over a towel using an iron heated on the woodstove.

Zivkovich family





Some kids worked an hour or two in the gardens or dairies before school.

Steve and Nick Jambanis

Sam said that at 14 he was expected to do a man's work, and he did. "I worked alongside adult workmen in the garden turning the swamp peat over with a spade".

Sam Conti (1940s)

Activity Suggestion

In the past, chores were often divided by gender. Women and girls usually cooked, cleaned, washed clothes and cared for children, while men and boys were more likely to work on the farm, build and repair things, and care for animals. Although this was common in many families, not every household followed the same pattern.

Read the quotes which can be found on the Historical Object Investigation video and have a classroom discussion on what chores the students do at home now. Does anyone do similar chores to what children in the past did? Do you think children were often expected to do more chores in the past? Why/why not?

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Photographs courtesy of the Wanneroo Regional Museum and Community History Centre.

Name_____

Then and Now Sorting

Cut out the object picture cards and sort them into then/past or now/present.

Then/Past	Now/Present

 wood stove	 washing board	 light bulb
 electric iron	 ice chest	 chamber pot
 fridge	 electric or gas oven	 oil lamp
 flushing toilet	 flat iron	 washing machine

Name_____

Then and Now Matching

Cut out the object picture cards and find a past object and a present object that have the same use. Glue them into the correct place.

Then/Past	Now/Present

What is the use of the objects?: _____

List three things that are the same:

1. _____
2. _____
3. _____

List three things that are different:

1. _____
2. _____
3. _____

Imagine what this object will look like in the future. Draw a picture and describe it.

_____

_____

_____

_____

_____

City of Wanneroo

Buckingham House

Floor plan prediction activity instructions

Step 1. Print out the floor plan in A3 and the object sheet in A4.

Step 2.

Cut out objects and predict which room they belong in.

You can glue the objects into the predicted rooms

Discuss **why** you think they belong there.

Step 3.

When your class visits Buckingham House you can compare your predictions to the real thing.

Or

You can use this after your excursion to remember the different rooms and objects.

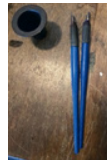
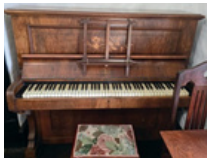
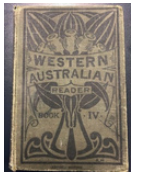
This activity can be done as a whole class or in smaller groups.



Buckingham House floor plan A3



Buckingham House objects sheet

 butter churner	 candle holder	 cart	 chalk board	 commode toilet
 Coolgardie safe	 dolly peg	 fireplace	 ice chest	 ink pen
 iron	 knitted toy	 lantern	 mangle	 meat safe
 piano	 potty	 sewing machine	 wash basin	 wash board
 water pump	 weighing scales	 wood stove	 fireplace	 school book

Buckingham House objects answer sheet

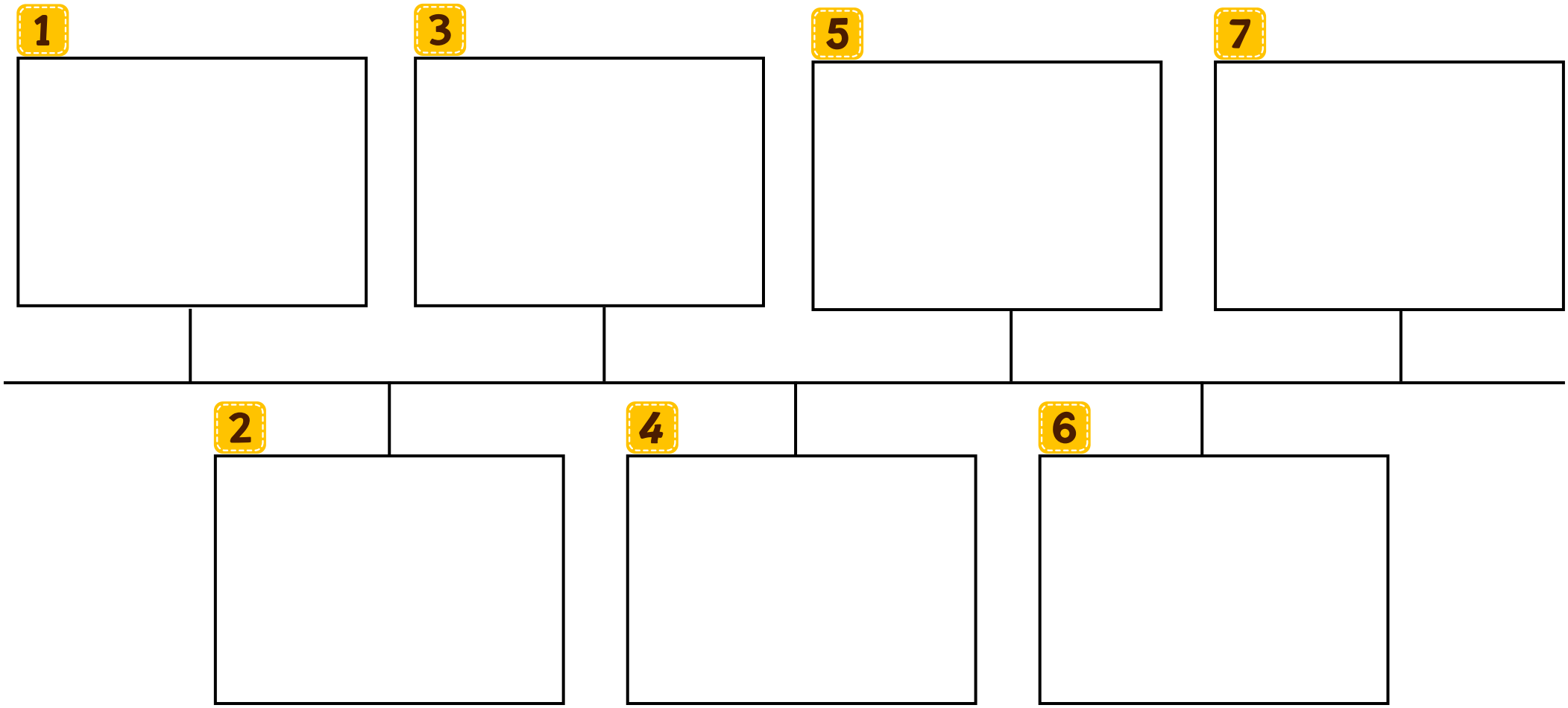
Butter churner - **kitchen**
Candle holder - **bedrooms, living room**
Cart - **dairy shed**
Commode toilet - **parents' bedroom**
Coolgardie safe - **kitchen**
Dolly peg - **laundry shed**
Fireplaces - **lounge (1) School House (1)**
Ice chest - **outside/laundry shed**
Ink pen - **School House**
Iron - **laundry shed**
Knitted toy - **childrens' bedroom**
Lantern - **living room, kitchen, bedrooms**
Mangle - **laundry shed**
Meat safe - **outside / laundry shed**
Piano - **living room**
Potty - **bedrooms**
Sewing machine - **living room**
Wash basin - **parents' bedroom**
Wash board - **laundry shed**
Water pump - **outside/laundry shed**
Weighing scales - **kitchen**
Wood stove - **kitchen**
School book - **School House**



Name_____

Buckingham House Timeline

Cut out the events. Glue them into the correct order to create a timeline about Buckingham House and the surrounding Wanneroo area.





John Buckingham built a house and lived there with his family..



Buckingham House was saved from being knocked down.



John Buckingham came from England to Perth by ship.



George Tapping lived in the house and grew cabbages on his farm.



John Buckingham gave some of his land and money to build Wanneroo School.



For many years the Noongar people have used the lakes for food, water, and as a camping spot.



Over time other families lived in the house and ran dairy farms.

John Buckingham built his house in 1880. He used materials like wood. He married Emily Amelia and they had 7 children.	Buckingham House was going to be knocked down, but some people saved it. Now it is a museum.	John Buckingham came from England to Perth by ship in 1850.	George Tapping was a farmer who bought Buckingham House in 1927. He grew vegetables like cabbage.

John Buckingham gave some of his land and money to build Wanneroo School. It opened in 1899.	The Noongar people have used the lakes for food, water, and as a camping spot.	The Togno family and then the Neville family bought the land and ran dairy farms.

In 1880 John Buckingham started building his house using materials in the area such as limestone and wood. He married Emily Amelia and they had 7 children.	In the 1970s Buckingham House was going to be demolished to build new houses. It was saved by the community and opened as a museum for people to visit.	When John Buckingham was a child he travelled from England to Perth in 1850.	George Tapping was a market garden farmer who bought Buckingham House in 1927. He grew more than 30,000 cabbages on his farm.

John Buckingham donated some of his land and money for the Wanneroo School to be built. The school opened in 1899.	For thousands of years the Noongar people have used the lakes in the area to get food and water. They also stopped there to rest when they were travelling.	The Togno family in the 1940s, and later the Neville family in the 1950s, bought Buckingham House and ran dairy farms.

Answer sheet

3



John Buckingham built a house and lived there with his family..

7



Buckingham House was saved from being knocked down.

2



John Buckingham came from England to Perth by ship.

5



George Tapping lived in the house and grew cabbages on his farm.

4



John Buckingham gave some of his land and money to build Wanneroo School.

1



For many years the Noongar people have used the lakes for food, water, and as a camping spot.

6



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It opened in 1899.

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City of Wanneroo