





Mendell Primary School



Aspire Challenge Achieve

Medium Term Plan History



<p>Year Group: 1</p>	<p>Term: Autumn #1 2021</p>	<p>Teacher: Nicole Morning</p>	<p>Subject lead: Dionne Sanati</p>	<p>Overview: Our school, our streets: changes within living memory Chronological narrative Gathering and analysing evidence, presenting findings about changes within living memory since the school was built Comparing aspects of our school and the local high street now to 1950s/1960s Looking at changes in national life reflected in our locality</p>	<p>Key End Points: By the end of this unit children will be able to: - Begin to understand that have events happened within and beyond living memory. -Begin to understand that timelines can be used to sequence events, people or objects in chronological order. -identify similarities and differences between past and present. -Begin to understand that some sources are from a particular viewpoint and show a person's own opinion or way of thinking and experiences. -Begin to ask simple questions to develop their understanding.</p>	
<p>Links to other learning: Geography: fieldwork and observational skills ICT – photography</p>	<p>Relevant Prior Learning: F1/F2 will have explored events within their lifetime</p>	<p>Relevant Future Learning: In the next two terms chn will expand their chronology understanding beyond living memory. In Y2 children will continue to develop skills historical fieldwork with Port Sunlight locality study Port.</p>	<p>High Quality Text:</p>	<p>Risk Assessment: Visitors to school High Street Visit - Use simple fieldwork and observational skills to study the geography of key human and physical features of [the school's] surrounding environment</p>	<p>Teacher CPD: https://www.mrtdoeshistory.com/post/a-purposeful-timeline-in-key-stage-1 Historical Association Login amyharris@mendell.wirral.sch.uk mendellhistory1 Mr T Does Primary History Chronology Vocabulary Clips https://www.youtube.com/channel/UCypfQy_uJ8R8XgFHjwNTIQ</p>	
<p><u>Learning Intention</u></p>	<p><u>Lesson Outline</u> (Key Questions in colour)</p>			<p><u>Resources</u></p>	<p><u>Vocabulary</u></p>	<p><u>Lowest 20% Adaptations</u></p>
<p>1 I can begin to understand that timelines can be used to put events, people or objects in chronological order I can identify similarities and differences between past and present</p>	<p>Hook: Prior to the lesson ask chn to find out if any of their family members have attended Mendell. Ask someone at home to write down their name (surname before marriage if needed) and date of birth if possible. These can then be researched in the School Admissions Register book which dates from 1963-1988.</p> <p>In History this term we will be learning about the history of our school. Today we are going to find out when our school was built and add some other important dates in (chronological)order to our class timeline. We are going to look a plan of our school from many years ago and one of it today. We are also going to look at some photographs of our school building from the past. By the end of the lesson you will be able to answer the Enquiry question: When was our school built and what was our school building like before?</p> <p>Words of the week: within living memory & decade <i>Within living memory - during a time that can be remembered by people who are still alive</i> Explain that our school was built within living memory and that some people within their family would have been alive/ attended the school when it was built. Decade - a period of ten years Chn could count in tens forwards and backwards to reinforce this and introduce the idea of dates and chronology by cover thousands and hundreds columns e.g. 1910, 1920, 1930, 1940.</p>			<p>School Admissions Register 1963-1988</p>	<p>Within living memory Beyond living memory Decade Chronological order Words to describe passage of time: here, now, then, yesterday, last week, last year, years ago and a long time ago.</p>	

	<p>Show the timeline in lesson 1 ppt. Intervals are marked in decades. Ask chn to use timeline to count forwards/ back in decades. Discuss the chronology on the timeline in relation to their lifetime, their parents lifetime and grandparents lifetime.</p> <p>Remind chn that our school was built 'within living memory'. When do you think our school was built? Show opening certificate and talk through the programme of opening. Include date on timeline when school was built, unfortunately there is no photo of the school when it was built.</p> <p>Main Task: Give chn time to look at sources (see list opposite). Take photos of the process for chn's books. Guide their analysis with following questioning: What can you see? When do you think this plan/ photograph is from? <i>Encourage chn to use passage of time vocab opposite.</i> Is it the building the same as now or different? What is in the same place? What is in a different place? Why do you think they had to build more classrooms in 1997? <i>Because the number of chn attending the school increased so they needed more space.</i></p> <p>Plenary: Chn to verbally feedback their ideas whole class to the questions above. Add more dates to the timeline – see ppt. Teacher to create a larger scale timeline of WW (like the one on the ppt, use border paper to create it) that dates can be added to during the unit.</p>	<p>Lesson 1 ppt</p> <p>Sources: -School opening certificate/ leaflet -School layout plan from 1963 -Annual Report 2000-2001 (building of the extension of Foundation Stage, Year 1 & Year 2) -Photo album 1997-1998 shows photos of Foundation Stage building work</p>		
<p>2 I can begin to find answers from photographic sources</p> <p>I can identify similarities and differences between past and present</p>	<p>Today we are going to look at photographs from our school past. You will be looking for clues in the photographs – like history detectives to try and find things that are the same or different to our school now. You will also need to ask questions about things you want to find out more about. By the end of the lesson you will be able to answer the Enquiry question: What do photographs tell us about what our school was like in the past?</p> <p>Words of the week: similarities & differences <i>similarities – things that are the same or similar</i> <i>differences – things that are different</i></p> <p>Whole Class: Look at various photos from school since 1950s. How can we tell that these photographs are from the past? Look at: •Furniture/ equipment •Clothing/ hairstyles •Buildings What does this tell you about what this time was like? Why do you think it was different?</p> <p>Address possible misconception: “It is long ago because the photographs are black and white” – include a modern day photo copied in black and white to address this!</p> <p>Group Task 1: Give chn time to look at photographs and find similarities and differences to our school now. Take photos of process for their books. Remind them to look for clues in: •Furniture/ equipment •Clothing/ hairstyles •Buildings</p>	<p>Sources - school photographs: -Lesson 1 photographic sources sheet - Other class photos - 1997-98 photo album includes photos of Church Nativity, Netball Club, photo of an old computer.</p> <p>You could also include some photos of generic classrooms from various decades and equipment photos below:</p>  <p>Classroom 1960s</p>  <p>Classroom computers 1980s</p>	<p>Similarities Differences</p> <p>Within living memory Beyond living memory</p> <p>Words to describe passage of time: here, now, then, yesterday, last week, last year, years ago and a long time ago.</p>	

	<p>Whole class feedback and display similarities and differences they have found in a chart added to WW. Take photo of chart for their books or chn could start their own charts in their books on their own chart.</p> <p>Group Task 2: Think of two questions they would like to find out. Examples: <i>When did chn start wearing uniform at Mendell?</i> <i>Why are some of the chn wearing different uniform?</i> <i>When were the first computers at Mendell?</i> <i>What was the overhead projector used for?</i> <i>Were the lessons the same in the past?</i></p> <p>Plenary: Choose some of the pictures/ stick in their books and pick out things they have identified as different from today/ from the past. Chn could also write one of their questions that they would like to find out.</p>	 <p>Overhead projector 1990</p>  <p>Chalkboard and whiteboard 2008</p>		<p>Scribe responses in books for plenary task if needed</p>
<p>3 I can begin to investigate and analyse artefacts</p> <p>I can identify similarities and differences between past and present</p>	<p>Prior to the lesson dig up/ take the chn to dig up one of the time capsules on the field. Take photos for books.</p> <p>Enquiry question: What do artefacts tell about our school years ago?</p> <p>Word of the week: 'artefacts'</p> <p>Chn to explore the artefacts discussing following questions: <i>What is it?</i> <i>Who do you think put it in the time capsule?</i> <i>What does it tell us about our school years ago?</i></p> <p>Independent Task: Chn to choose artefacts to draw or stick photos in books and to label answers to the above questions.</p> <p>Plenary/ reflection/ conclusion: <i>If we created a time capsule what artefact would you put in? Why would you choose that artefact?</i> <i>If someone found your artefact, what aspect of our school would it tell them about?</i></p> <p>Following the lesson the chn could complete their own time capsule and bury it on the field along with the previous one they opened.</p>	<p>Teacher to model sentence stems to answer artefact enquiry questions.</p>	<p>Artefacts</p> <p>Investigate analyse Time capsule</p>	<p>Scribe responses in books for individual task if needed</p>
<p>4 I can begin to find answers from written sources</p> <p>I can identify similarities and differences between past and present</p>	<p>Words of the week: written source <i>Information that has been written down by someone. Some examples of written sources are books, letters, diaries, newspapers and eyewitness accounts. Written sources could have been written at the time of the event or afterwards.</i></p> <p>Today we are going to look at written sources about our school from the 1950s, all the way up to today. You will have to be history detectives again and <u>listen very carefully</u> to try and find things that are the same or different to our school now. You will also need to ask questions about things you want to find out more about. By the end of the lesson you will be able to answer the Enquiry question: What do written sources tell us about what our school was like in the past?</p> <p>This lesson will have to be teacher led as it requires sources to be read, most of the sources are handwritten so can be challenging to read.</p> <p>Show a range of sources (see list opposite) about different aspects to the chn on the IWB. Read the source to them and ask the following questions to prompt partner talk.</p>	<p>Sources are labelled with post its in the following:</p> <p>Log book 1958-1985: -pupil injuries -fire drills -school fair (newspaper slip) -Christmas activities -School Dentist -Class sizes -Cycling tests/ Road Safety Talk -School meals/ packed lunches</p> <p>Punishments book: -Slipper and cane 1975/76 -Cane 1985</p>	<p>Written source</p> <p>Words to describe passage of time: here, now, then, yesterday, last week, last year, years ago and a long time ago.</p>	

		<p>What is this source telling us? Do we know who wrote it? Does this still happen in school today? How is it the same or different as in school today?</p> <p>Feedback their thoughts and add similarities and differences to chart on WW. Include some pictures of the sources in the chn's books. Also take photo of chart for their books or ask them to copy some of it into their books on their own chart.</p> <p>Plenary: Extend their learning by showing extract from log book 1935-1958, which mentions coal fires in classrooms. <i>When do you think this log book is from? Why do you think that? It is probably from many, many years ago/ a long time ago because it mentions coal fires in classrooms and we don't have fires anymore or use coal as we have radiators now.</i> <i>Do you think this log book gives us information about the school within living memory or beyond living memory? Beyond living memory as most people who remembered this time probably aren't alive anymore.</i> <i>When was our school opened? Remind chn that the school opened in 1963, however this log book is from 1935-1958 – so where is it from?</i></p> <p>After the lesson copies of the sources with dates could be added to class timeline on WW.</p>	<p>Photo album 1997-1998: -Christmas Carol Concert leaflet -Netball Club recount by pupil -Recounts of other school trips</p> <hr/> <p>Log book 1935-1958: -coal for classroom fires -class sizes</p>		
5	<p>I can begin to understand that some sources are from a particular viewpoint and show a person's own opinion or way of thinking and experiences</p> <p>I can begin to ask simple questions to develop my understanding</p> <p>I can identify similarities and differences between past and present</p>	<p>Prior to the lesson arrange for people who attended or worked at the school to come in for a Q&A session.</p> <p>Words of the week: 'first-hand account' <i>We can find out about the past from people who were there at the time and experienced the event or the period of time themselves.</i></p> <p>Today we are going to speak to people who attended or worked at the school in the past so we can learnt about the history of the school from first-hand accounts. But we <u>must</u> remember that that first-hand accounts only give us that person's opinion of experiences about that time period or event. Today I would like you to ask questions to help you answer the Enquiry question: What can first-hand accounts tell us about what life was like in our school years ago?</p> <p>Recap what 'within living memory' means from lesson 1 and remind chn that our school was built 'within living memory' which means that a lot of people who attended or worked at the school back then are still alive so... <i>How else could we find out about what the school was like years ago? Link to word of the week and that we could use first-hand accounts from people who went to/ worked at the school as sources of information.</i> <i>If you could talk to someone who attended or worked at our school years ago, what question would you ask them?</i></p> <p>Independent Task: Chn to write down up to three questions they would ask visitors. Encourage them to use deeper thinking question grid on whiteboard to structure questions. Examples of questions they could ask are opposite.</p> <p>When visitors come in revisit timeline from lesson 1 and include dates they attended the school and accompanying photos if possible on timeline on WW.</p> <p>Whole Class: Conduct Q&A sessions with visitors. Complete this in chronological order of when they were at the school (referencing the dates on the WW timeline) so that chn can build a better picture of how aspects of changed over the years.</p>	<p>First-hand accounts from people who went to/ worked at the school as sources of information. They could also bring in photos/ artefacts etc... to show chn.</p> <p>Example questions chn might ask: <i>When did you attend/ work at Mendell?</i> <i>What was the uniform like when you were at Mendell?</i> <i>What was the building like when you attended Mendell?</i> <i>What lessons did you do when you were at Mendell?</i> <i>What games did you play in the playground?</i> <i>Were any of the teachers/ staff the same?</i> <i>What were the clubs or teams when you were at Mendell?</i> <i>What were the school dinners like when you were here? Do you think they are better or worse now?</i> <i>What was your favourite memory of the school?</i></p>	<p>Source of information</p> <p>First-hand accounts</p> <p>Period in history</p> <p>Compare</p> <p>Contrast</p> <p>Similarities</p> <p>Differences</p> <p>Opinion</p>	

		<p>Reflection: Following visitors Q&A share findings as a class. <i>Were our visitors all from the same period in our school's history? Do you think our visitors would have all had the same experiences? No because they all attended or worked at the school at different times. Also first-hand accounts are often different as they can only show us one person's own opinion, way of thinking or experiences.</i></p> <p>Create a class compare and contrast chart of similarities and differences of our school years ago and now. <i>Take photos and include in chn's books. What was the most significant or unusual thing they said?</i></p> <p>Independent work: Chn to create a poster with a photo of the visitor in the centre and the year they attended the school. Add the key points of what they learnt from that visitor as speech bubbles. Next to each speech bubble they could briefly explain how this is the same or different to the school now.</p>			<p>Scribe responses in books for individual task if needed</p>
6	<p>I can compare and contrast aspects of the past and present</p>	<p><i>If possible chn should conduct a fieldwork visit prior to this lesson to take photographs of the local high street. Teacher led to guide specific points to include same areas based on the 1950s/60s photos on sources sheet. You will need to ensure they are included on the sources sheets to enable chn to easily compare and contrast.</i></p> <p>Words of the week: beyond living memory <i>A time that can be remembered by people, but very few people are still alive from this time period.</i></p> <p>Today we are going to compare and contrast photographs from the past. Some of the photographs are from within living memory (1950s up until today) and some are from beyond living memory (1930s). We will be comparing these photographs with photographs from our fieldwork visit to answer the Enquiry question: How has our local high street changed?</p> <p>Whole class: Look at one of the past photos of the high street. <i>What can we see that tells us this photo is from the past? Remind chn that just because the photograph is in black and white it doesn't automatically mean it is old, we must look for historical clues within the photographs!</i> <i>What does this tell you about what this time was like? Why do you think it was different in the past?</i></p> <p>Highlight main points that show that it is not a modern view of the scene using the categories below:</p> <ul style="list-style-type: none"> •Key points/ monuments •Street furniture •Amount of vehicles •Shop names /chains •Clothes of shoppers •Appearance of shops <p>Whole Class: Now look the same photo and one of the same area from modern day taken by the chn next to each other. Work together to compare and contrast to find similarities and differences (using above categories) and note on a chart on the WW/IWB. Model writing a sentence to compare and contrast – see examples below for HA.</p> <p>Individual/ Group task (HA): Chn to look at range of photos past and modern and to write sentences to compare and contrast. Examples: <i>Same - The cross/ monument at Bromborough Cross.</i> <i>Different - The shops have all changed.</i> <i>Different – The buildings have changed since the 1930s.</i> <i>Different - In the past there were no traffic lights on our high street. But today there are lots of traffic lights and cars.</i></p>	<p>Laminate photograph sheets show local high street 1930s.</p> <p>Lesson 6 source sheet - Photographs of local high street 1950s/1960s.</p> <p>Modern day photographs taken by chn on fieldwork visit.</p>	<p>Beyond living memory Similarities Differences Compare Contrast</p> <p>Local Within living memory Decade</p> <p>Monuments</p> <p>Since</p>	<p>Teacher led main task in a group.</p>

	<p><i>Different - In the 1950s/60s our local high street didn't have many cars. Today there are lots of cars on the high street.</i></p> <p>Individual/Group task (MA): Chn to compare two photos of same/similar point and to identify three points that have changed (difference) and three points that have stayed the same (similarities). LA complete this task teacher led.</p> <p>Plenary: Remind chn of the enquiry question for the lesson. Ask chn verbally answer the question by feeding back their findings to the class.</p>			
This is an additional lesson if time allows...				
<p>7 I can identify that changes have happened in history that can impact on today</p> <p>I can identify reasons for changes</p>	<p>Prior to lesson invite in a local visitor who has used the high street for shopping since 1950s.</p> <p>Today we going to investigate different sources (photographs, video clips and first-hand accounts) to find out what has changed in shopping since 1920s up to today. You will also start to think about why things have changed. We will be gathering information to answer the Enquiry question: What was it like to shop for food years ago and how has shopping on our local high street changed?</p> <p>Whole class teacher led: As a class explore sources opposite in chronological order. Watch clips of people talking about shopping back then and also look at photos of people shopping. Teacher to guide the children to identify general themes (e.g. self-service, packaging, how to pay).</p> <p>What things did you see that are the same or different to a shop today? How were goods packaged? How did people pay for their goods back then? How would you carry your goods home? Why do you think there is a sign to show where to pay? How do you think the cash till worked? What do you think it would have been like to shop back then?</p> <p>Whole class: Revisit timeline from first session. This can go back further to note when visitor was born. Invite a local resident/s from 1950s to come in to talk about shopping in the high street.</p> <p>Why do you think shopping has changed so much? Guide chn to understand that developments/ advancements in technology, such as shopping using the internet and delivery of shopping have meant that people use the local high street shops less. Also less people work in shops now as a lot of them now have self-service tills. Explain that larger supermarkets tend to have everything we need now so we shop in one place rather than going to lots of shops on the local high street. Also larger supermarkets buy things in bigger quantities so they are often cheaper.</p> <p>Reflect: How has shopping changed since 1920s? Why has it changed so much? Why do you think it would have been easier or harder to shop in the past? Chn to complete 3 statements reflecting on these questions. Example statements:</p> <p><i>They had less packaging in the past and you bagged your own fruit and vegetables off the shelves.</i></p> <p><i>In the past you chose your own eggs from baskets. Today you can just pick up a box of eggs off the shelf in a shop.</i></p> <p><i>In the past people had to type the cost of things into a till. But now tills scan the items and we even have self-service tills.</i></p>	<p>Visitor</p> <p>Video clip 1920s corner shop https://www.bbc.co.uk/programmes/p08411p</p> <p>Eggs in a shop 1954 https://sainsburyarchive.org.uk/catalogue/search/sabra7h123-image-of-window-display-with-eggs-at-392-mare-street-hackney-branch/search/awao-everywhere.eggs/c/3</p> <p>Old cash machine https://www.pinterest.co.uk/pin/65443000813069609/</p> <p>Video of cash register being used https://www.youtube.com/watch?v=eEq1V17ZBTw</p> <p>Hands on: You could bring in an old toy cash till for the children to try.</p> <p>Modern supermarket till https://www.alamy.com/stock-photo-a-cashregister-line-in-the-supermarket-89764467.html Woolworth shop 1960s (look at photos) http://www.woolworthsmuseum.co.uk/1960s-food4thought.htm</p> <p>Video clip 1950s sweet shop https://www.bbc.co.uk/programmes/p085d319</p> <p>Video clips of 1980s supermarket</p>	<p>Local Fieldwork Sources Analysis Deductions</p>	<p>Scribe responses in books for individual task if needed</p>

	<p><i>I think it would have been harder to shop in the past because you would have had to go to more shops to get what you need. Now you can just go to one large supermarket like Asda and buy everything you need.</i></p> <p><i>Shopping has changed a lot since 1950. It has changed because technology has developed and become better. We now have tills that can scan items and even self-service tills because of this we don't need as many people working in shops. In the past you had to get your own shopping and go to lots of shops to get all of the things you need. But today we can order our shopping on the internet and get it delivered to our homes.</i></p>	<p>https://www.youtube.com/watch?v=VZoFoeDQqSk</p>		
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