

Mendell Primary School

Aspire Challenge Achieve

Medium Term Plan History



Year Group: 1		Term: Spring #1 2021	Teacher: Nicole Morning	Subject lead: Dionne Sanati	Overview: Homes & Toys: artefacts from the past Looking at changes in national life (through an investigation of changes in homes and toys) from now, through living memory (1950s/1960s) to beyond living memory (Victorian era)	Key End Points: By the end of this unit children will be able to: Compare and contrast aspects of childhood now to childhood in the past (within and beyond living memory). They will be able to explain why some changes in national life have occurred.
Links to other learning: Maths – sequencing and ordering numbers		Relevant Prior Learning: In the Autumn Term, chn developed their understanding of history within living memory.	Relevant Future Learning: In the Summer Term, chn will develop their understanding of history beyond living memory through a study of the impact of The Great Fire of London at a local and national scale.	High Quality Text: Lost in the Toy Museum: An Adventure By David Lucas	Risk Assessment:	Teacher CPD: NEW Mr T Does Primary History KS1 Chronology https://www.youtube.com/watch?v=Hb4ciidq7kE&t=330s Historical Association Login amyharris@mendell.wirral.sch.uk mendellhistory1 https://www.history.org.uk/publications/resource/9005/learning-about-the-past-through-toys-and-games
<u>Learning Intention</u>	<u>Lesson Outline</u> (Key Questions in colour)			<u>Resources</u>	<u>Vocabulary</u>	<u>Lowest 20% Adaptations</u>
1	<p>I can begin to use a timeline to sequence objects in chronological order</p> <p><i>I can order toys on a timeline</i></p> <p>Hook: Ask pupils to carry out a simple survey of their grandparents' favourite toys. Asking grandparents to name their favourite toys when they were about 5 years old should be enough. The results could then be tabulated and discussed (be careful to look at male/female differences). You might want to record the results graphically using the IT software. Display on WW to discuss in lesson 2.</p> <p>Recap from previous unit. What do these words mean? Words of the week: within living memory & beyond living memory <i>Within living memory - during a time that can be remembered by people who are still alive</i> <i>Beyond living memory - A time that can be remembered by people, but very few people are still alive from this time period.</i> In History this term we will be learning about how childhood has changed over time from today, looking back through within living memory and beyond living memory to answer the big question (overarching historical enquiry question) at the end: How have homes and toys changed over time?</p> <p>Recap from previous unit. What does this word mean? Word of the week: artefact <i>Artefact - an object made by a human being that can be used to tell us about the past.</i></p> <p>Introduce new word of the week: chronological order - the order in which objects were made or which events happened, from first to last</p> <p>Today in History we are going to investigate some artefacts (toys). You are going to put them (sequence them) in chronological order (the order in which they were made, from first to last). By the end of the</p>			<p>Teacher to create scaled timeline in decades on WW in advance of lesson using border paper so it looks like the timeline on the ppt. Timeline from previous unit can be used and extended if suitable.</p> <p>If possible teacher to use real artefacts – toys from a range of eras.</p> <p>Lesson 1 ppt – see resources folder.</p> <p>Pictures of artefacts – see resources folder.</p> <p>Lesson 1 timeline cut and stick sheet</p>	<p>within living memory & beyond living memory</p> <p>artefact</p> <p>sequence</p> <p>chronological order</p> <p>decade</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>lesson you will be able to answer the enquiry question: How can we use a timeline to order (sequence) objects?</p> <p>Show the timeline in lesson 1 ppt. Intervals are marked in decades. Recap from previous unit. What does this word mean? Word of the week: decade <i>Decade - a period of ten years</i> Chn count in backwards in tens e.g. ten years ago, twenty years ago, thirty years ago etc... Then count forwards in tens to introduce the idea of dates and chronology – just focus on changes in tens columns e.g. 1910, 1920, 1930, 1940.</p> <p>Discuss the chronology on the timeline in relation to their lifetime, their parents lifetime, their grandparents lifetime and what they have learnt so far in History (prior learning). Teach that beyond 1900 the date changes to 1890 and continues to go backwards to 1830 (the start of the Victorian era). Do not worry if chn can sequence dates as this is a KS2 skill linked to Maths.</p> <p>Teacher input: Show printed pictures of four toys on artefacts sheets (two from beyond living memory, two from within living memory and one from today). Talk time - Guide inference discussions using the questions below. Then ask four chn to come up and physically order the pictures on a timeline. Finally show chn how to order them on the timeline on the IWB using ppt. Which of the toys is the oldest? Which is of the toys is the most modern? How can we tell that this toy is old? How can we tell that this toy is more modern? What material is it made of? Does it use electricity/power? Who do you think might have owned it and why do you think that?</p> <p>Main Task: Give chn time to look at real artefacts or pictures (see images on sheet) of toys. Ask chn to sequence (order) the artefacts (objects) or pictures of the toys in chronological order on the scaled timeline used on the ppt. Encourage chn's inference skills using questions above during this activity. LA – complete large version of timeline as a teacher led group task using scaled timeline from input activity. This can then be added to the WW for the whole class to reference during the unit. Take photos for their books. HA – challenge they could write the dates themselves on the timeline in the tens columns to show how time moves forwards or backwards.</p> <p>Plenary: Chn to verbally feedback their ideas whole class to the questions below. Written response under timelines if chn can. Where did you sequence (order) the picture of this artefact on your timelines? Why did you place it there on your timeline? Encourage chn to look for clues in the artefacts... e.g. <i>I placed this object within living memory because it uses electricity and I don't think they had electricity a long time (beyond living memory) in the past.</i> <i>I placed this object a long time ago on the timeline (beyond living memory) because I can see it is made of wood and most toys today are made of plastic.</i> <i>I placed this object around 1980 (when my mum and dad were younger) because it looks like something my mum and dad might have played with when they were little.</i></p>	<p>Sentence starters – Teacher to adapt to suit class literacy level: <i>I placed this object within living memory because...</i> <i>I placed this object a long time ago on the timeline (beyond living memory) because...</i> <i>I placed this object around 1980 (when my mum and dad were younger) because...</i></p>		<p>Complete large version of timeline as a teacher led group task. This can then be added to the WW for the whole class to reference during the unit. Take photos for their books.</p>
<p>2 I can identify similarities and differences between past and present</p>	<p>Recap: Words of the week: similarities & differences similarities – things that are the same or similar differences – things that are different</p> <p>Today in History we are going to look at toys or pictures of toys that are from within living memory. What does within living memory mean?</p>	<p>Teacher to adapt lesson 3 ppt</p> <p>Venn diagram from ppt.</p> <p>Box of toys or pictures of toys from 1960s. Include some from beyond 1960 to challenge HA.</p>	<p>Similarities Differences</p> <p>Within living memory Beyond living memory</p>	

<p><i>I can find similarities and differences between toys in the past and present</i></p>	<p>The toys you will investigate are the same as or similar to the toys that your parents and grandparents played with. You will be looking for clues in the toys or photographs – like history detectives - that might help you figure out who might have owned the toy and how old it might be. 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 sorts of toys did our Grandparents play with and how do we know?</p> <p><i>How we can begin to investigate what toys were like within living memory, say 60 years ago? photographs, memories of people themselves, actual objects, museums, pictures/paintings.</i> Slide 2 of the PowerPoint gives clues which can be revealed if pupils are unsure. Ask chn to share their research from the ‘hook’ activity. You could show the tabulated information to support.</p> <p>Teacher input: Show a box of toys or pictures of toys that their grandparents might have played with the 1960s. Introduce and talk about each one using the questions below to guide discussions. <i>How can we tell these toys are old?</i> <i>What material is it made of? Does it use electricity/power?</i> <i>Who do you think might have owned it and why do you think that?</i> <i>Which ones we still play with today?</i></p> <p>Follow this with a quick overview of the types of toys played with, asking pupils to spot how they are different. They will start to recognise that many of the toys their grandparents played with are still around today. Now switch to slide 3 which reinforces the main points. Point out the gender stereotypes with the boy playing with the truck and the train set and the girl with the doll in the pram and the cradle.</p> <p>Now take the learning further by discussing similarity and difference. This is a good time to talk about continuity as well as change.</p> <p>Group/ Independent work: Use a Venn diagram such as the one on PowerPoint slide 5 to show the idea which pupils can make real by using overlapping hoops in the hall (photos for books). They then place the images in the correct part of the diagram. <i>Which of the toys is the oldest? Which is of the toys is the most modern?</i> <i>How can we tell that this toy is old? How can we tell that this toy is more modern?</i> <i>What material is it made of? Who do you think might have owned it and why do you think that?</i></p> <p>Reflection: When the activity is over, draw out the learning points about the main differences, building on their earlier discussions about materials, power, etc. Make sure pupils refer to the fact that many toys today are electronic but children still like the old fashioned toys too.</p> <p>Stretch - To ensure that the higher-attaining pupils have grasped the key ideas of three generations get children to sort them in the right order – oldest first on the WW timeline from lesson 1. -When my parents were young (within living memory) – When my grandparents were young (within living memory) – And then more ambitiously, when my great grandparents (grandparents’ parents) were young (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>Chn could use hoops and artefacts or pictures of artefacts to create a physical Venn diagram. Photo for their books.</p>
<p>3</p> <p><i>I can use sources to gather information</i></p> <p><i>I can explain how I know something is</i></p>	<p>Enquiry question: Who played with these toys in the past (beyond living memory) and how can we know?</p> <p>Recap word of the week: chronological order - the order in which objects were made or which events happened, from first to last -</p> <p>Today in History we are going to investigate artefacts (toys) that are from a time period beyond living memory. The time period is the Victorian era and because it was beyond living memory no one is alive</p>	<p>Teacher to adapt lesson 4 ppt Include sections of text from non-fiction books about Victorian toys.</p> <p>Victorian toys (Home Bargains is good for these), in school or library service also has some e.g. cup and ball, jacks, spinning top,</p>	<p>chronological order</p> <p>artefacts sources Victorian</p> <p>Within living memory Beyond living memory</p>	

<p><i>old and who might have used it in the past</i></p>	<p>today that can tell us about the toys they played with back then, so we must use our skills as history detectives to look for clues in the toys or photographs to help us figure out who might have owned the toy and how old it might be. You will also need to ask questions about things you want to find out more about.</p> <p>Take photos during the lesson for chn's books.</p> <p>Hook: Start with an air of mystery. Inside your 'feely' bag you have a very special toy that is REALLY OLD. No-one is alive today who would have played with it.</p> <p>How will we know how to play with it? Can anyone come to the front, feel the object in its bag and guess what it might me? What might it be made of? Is it heavy?</p> <p>Now reveal slide 2 which shows the object – a cup and ball. So there it is but how does it work? Ask the children to speculate and then, the fun bit. Who thinks they know how it works? Who would like to try? Reveal the animated images on slide 2 which show that children have been playing this game for over 100 years!</p> <p>To consolidate pupils' understanding of three time periods (today, within living memory and beyond living memory) not just then and now, show slide 3. This has a doll being played with by children 120 years ago, 60 years ago and today.</p> <p>What chronological order do you think they should be in?</p> <p>Try to encourage good modelling of language: the oldest, 120 years ago, when my grandparents were children etc.</p> <p>Now focus on the oldest. Ask the children the pivotal, but difficult question, how we know this photograph is the oldest?</p> <p>Clues can come from clothes, hairstyles and the nature of the toys. They should be drawing on their previous learning. The fact that the pictures are in black and white is a pointer you can discuss further.</p> <p>Now broaden things out to look at other old toys played with 100 years ago. Slide 4 is both colourful and detailed so all pupils should be able to find at least one old toy they recognise. Encourage them to spot as many as they can, perhaps coming to the IWB to identify them.</p> <p>Keeping the twin themes of what did they play with 100 years ago alongside how do we know, move to slide 5 which features a photograph from roughly the same period as the artist's reconstruction of the toy shop.</p> <p>Can children spot any toys in the photograph that are also in the picture shown on the split screen?</p> <p>Again stress that there is no-one alive now who would have been in that photograph so we have to rely on old photos to help us imagine what life was like.</p> <p>Written outcome: Give each child a picture of a Victorian toy. Ask them to write on sentence to answer the enquiry question.</p> <p>Plenary – Recap: Finish this enquiry by having a quick look at a 2-minute video https://www.theschoolrun.com/homework-help/history-toys which takes a toy from each decade from 1910 to the present. It will help consolidate some of the ideas that have been discussed in the previous enquiries.</p>	<p>diabolo, skipping rope, skittles, marbles, yo yo,</p> <p>Feely bag</p> <p>Pictures of Victorian toys for written outcome</p> <p>Written outcome sentence starters: <i>I know that this toy is very old because...</i> <i>I know that this toy is from Victorian times because...</i> <i>I think... might have played with it.</i></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>Teacher to scribe written outcome responses or group write</p>
--	---	--	--	---

4	<p>I can identify similarities and differences between past and present</p> <p><i>I can find similarities and differences between homes in the past and present</i></p>	<p>Word of the week: inference Using evidence to make an opinion or conclusion. Learning to make inferences is a good reading comprehension skill.</p> <p>Today in History we are going to compare how homes have changed over time. We will use our inference skills as history detectives to look for clues in the photographs to help us figure out how old the houses might be, who might have lived in them and what they might have done in their 'leisure time'. By the end of the lesson you will be able to answer the Enquiry question: How have homes changed over time?</p> <p>Teacher input: Show chn photograph of exterior of Victorian house and modern day house. Use questions below to guide discussions: Which house is from Victorian times (beyond living memory)? How can you tell? Focus on the differences between the doors, windows, roof, building structure and building materials. Start to make a similarities and differences chart on WW for modern homes and Victorian homes.</p> <p>Show chn another photograph on an internal room. Which room is a modern room? Which room is a Victorian room? How can you tell? Are there any objects that are similar to today? Are there any objects which are different? Add to the similarities and differences chart.</p> <p>Independent task 1: Match the objects (see sheet in resources). Independent task 2: Compare and contrast photographs of modern day and Victorian rooms (see sheet in resources). Chn can circle similarities in one colour and differences in another or they can complete a similarities and differences chart.</p>	<p>Match the objects sheet in resources folder</p> <p>Compare and contrast homes sheet in resources folder</p>	<p>Inference</p> <p>Similarities Differences Victorian</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>Chn circle similarities in one colour and differences in another on photographs.</p>
5	<p>I can investigate an artefact and explain how changes over time can impact on today</p> <p>I can identify reasons for changes</p>	<p>Recap from previous unit. What does this word mean? Word of the week: artefact <i>Artefact - an object made by a human being that can be used to tell us about the past.</i></p> <p>Today in History we are going to investigate an artefact in detail. We will use our inference skills as history detectives to look for clues in the photographs to help us figure out what the artefact might be, what it was used for and who might have used it. We will also think about whether this type of object is still used today and how it has changed over time. By the end of the lesson you will be able to answer the Enquiry question: How have objects in our home changed over time?</p> <p>Show chn photograph of a Victorian artefact (the rub beater is a good example to use) frequently used in the home. Ask chn to infer... What do you think the artefact is/was? What do you think it was used for? Who might have used it? What do we use today instead of this artefact? Have the changes in technology of this artefact made our lives better or worse?</p> <p>Teacher Model: In shared writing model the inference process for the children with a new artefact. Extend this by reading an extract/ looking at pictures from a simple non-fiction book to find more information about the object.</p> <p>Independent Task: Children split up into their mixed ability groups, with one object per group. Ask them to draw a diagram of their object at the bottom, adding as many labels as they can and to complete the writing frame. Encourage inference discussions before writing. Also provide chn with</p>	<p>Photographs and Non-fiction book extracts or photographs of the object in use to match objects e.g. wash board, flat iron, mandolin dryer, hot water bottle, kettle, rug beater, wooden dolly etc...</p> <p>Examples of chn written work LA with writing frame and MA/HA</p>	<p>Inference</p> <p>Similarities Differences Artefacts Victorian</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>	

short extracts explaining about the object or picture of the object in use so they can research further before writing.

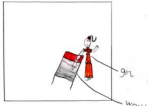
Plenary: Showcase chn work. Chn to leave books open for others to move around the room and learn about new artefacts from their classmates inferences and research.

Object - c Name - Matt
This is a WASHING BOARD
Colour - grey and brown
Size - Middle Weight - light
It is made from wood



1. Simple writing task

Name - Jade



This is a washboard it is old
it is made from wood on a
metal
women used soap wash the
clothes on the wash board