

| Topic | How we used to live | Key Subject focus | History | Phase | 1 & 2 | Cycle no. 1 Term | 1 Aut 2 |
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| Previous learning: My Family, My Home (EYFS) National Curriculum objectives | | | | Future learning: Victorian Brentford School KPI's | | | |
| History | <ul style="list-style-type: none">To learn about changes within living memory. Where appropriate, these be used to reveal aspects of change in national life.To understand some of the ways in which we find out about the past and identify different ways on which it is represented.To develop an awareness of the past, using common words and phrases relating to the passing of time. | | | <ul style="list-style-type: none">To learn about changes in home life between different generations.To consider how domestic life has been portrayed in works of children's literature.To draw out similarities and differences in people's homes and pastimes over different generations.To be able to compare personal experience to that of previous generations.To understand why people's lives have changed, due to technological and social change. | | | |
| Art and Design | <ul style="list-style-type: none">To learn about how art and design (illustration in children's books) reflect our history, contribute to culture, creativity and wealth of our nation. | | | | | | |
| Statement of intent: During this topic pupils will study a number of key children's books, stories with domestic settings: <i>Peepo, Dogger, Alfie gets in First, Charlie and Lola, The Tiger who Came to Tea, Jojo and Gran Gran</i> . These books and their illustrations portray family life in different generations. The books, stories and illustrations will form the context for a study of change in pastimes and housing interiors over different generations. Many of the changes to kitchens, living rooms etc come about as a result of technological change, which in turn impact social practices. Children will then ask their parents and other, older members of their family about changes and similarities in their pastimes and their houses over time. | | | | | | | |
| Activities: <ul style="list-style-type: none">Children may get an opportunity to see and use changing technology over time. This may be used to draw up timeline displays: e.g. showing how music devices have changed over the last fifty years or how electronic games have changed.Children may be able to visit a local toy museum or experience a 'toys in the past' workshop – if they cover an appropriate period.As the unit starts, ask children to bring in photographs of their lounge or similar rooms on their house, if they want to. | | | | | | | |
| Learning intentions | | | Tasks | | | | |
| <u>Week 1</u> <ul style="list-style-type: none">To develop an awareness of the past, using common words and phrases relating to the passing of time. | | | <ul style="list-style-type: none">Start a discussion with the children, using pictures from your own or another adult's life, showing your childhood, schooling, early adulthood and now. Can children recognise the different stage in your life – that this was the past. Use the pictures to place on a personal timeline.Expand the timeline with the children, by presenting key milestones in your life: e.g. leaving school, starting school, first job, marriage, communion, losing teeth. Place these events onto your personal timeline. Use simple language of time and time order to help sequence the events on the timeline. | | | | |

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| | <ul style="list-style-type: none"> Children to devise their own timeline, focusing on the class they are in now, the classes they were in previously, pre-school provision, the birth of siblings, moving houses etc. Display the timelines in the classroom. |
| <u>Week 2</u> <ul style="list-style-type: none"> To learn about changes within living memory. Where appropriate, these be used to reveal aspects of change in national life. To develop an awareness of the past, using common words and phrases relating to the passing of time. To consider how domestic life has been portrayed in works of children's literature. | <ul style="list-style-type: none"> Introduce and read the book "Peepo". Discuss the story and setting with the children to help them become familiar with the story and context. Show the children the living room scene and lead a discussion on which room it is, what activities might happen there, what room in their home is similar, what they can see and what is different from their home. Can they explain why life might be different (understand that the story is set in the past). Children to draw/match a picture of their living room against the picture from Peepo and identify similarities and differences. |
| <u>Week 3</u> <ul style="list-style-type: none"> To learn about changes within living memory. Where appropriate, these be used to reveal aspects of change in national life. To develop an awareness of the past, using common words and phrases relating to the passing of time. | <ul style="list-style-type: none"> Present the children with a physical timeline showing 1940- to the present day. Remind children of work in week 1 and their personal timelines – remind them that the further to the left the further in the past. Place some of the children's timelines on the class timeline and your own. Establish that the class timeline covers a period before the teacher was born too. Discuss with the children where the Peepo living room scene might go on the timeline. There is no true answer, but it is likely to be around 1940. How long ago was that? You want children to recognise that this was before they or their teacher was born. Return to Peepo and discuss the kitchen scene – looking at what is there, what it is used for, what it is called, what is the same/different to kitchen's today. |
| <u>Week 4</u> <ul style="list-style-type: none"> To learn about changes within living memory. Where appropriate, these be used to reveal aspects of change in national life. To develop an awareness of the past, using common words and phrases relating to the passing of time. To consider how domestic life has been portrayed in works of children's literature. | <ul style="list-style-type: none"> Introduce and read the book "The Tiger who Came to Tea". Discuss the story and setting with the children to help them become familiar with the story and context. Show the pictures of the kitchen and remind the children of their work last week on the kitchen in Peepo. Lead a discussion on similarities and differences between the two kitchen scenes. Why might they be different? Can the children identify that this is because of the passage of time? Look at other aspects of the picture and the story – is this story set in the present or the past? Help children to place a picture of the kitchen on to the class timeline, recognizing that it is later than the kitchen scene in Peepo, but not the present day. (Approximately 1970-1980). Children to draw/match a picture of the kitchen in Tiger who Came to Tea against the picture from Peepo and identify similarities and differences. Do they recognise the changes being a result of improving technology? |
| <u>Week 5</u> <ul style="list-style-type: none"> To learn about changes within living memory. Where appropriate, these be used to reveal aspects of change in national life. To develop an awareness of the past, using common words and | <ul style="list-style-type: none"> Show the children the 'It's Time to Make Music' episode of JoJo and Gran Gran (CBeebies). Stop at the point at which JoJo finds the CD player. Share ideas about what it is, why it might be put away, rather than in use (old technology is often replaced). Watch the remainder of the episode. How do we listen to music today? How do they listen to music? Show children https://www.youtube.com/watch?v=- |

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| <p>phrases relating to the passing of time.</p> <p>To consider how domestic life has been portrayed in works of children's literature.</p> | <p>bVketPj5to, From Phonographs to Spotify: A Brief History of the Music Industry</p> <ul style="list-style-type: none"> • Show the children the BBC Newsround <i>How listening to Music has changed</i> timeline. https://www.bbc.co.uk/newsround/27101804 • Using pictures, place a record, cassette, CD, ipod & phone/Spotify onto the class timeline in the correct order. Establish that the phonograph is older than the class timeline. |
| <p><u>Week 6</u></p> <ul style="list-style-type: none"> • To draw out similarities and differences in people's homes and pastimes over different generations. • To be able to compare personal experience to that of previous generations. | <ul style="list-style-type: none"> • Prior to this lesson, set the children homework to ask adults at home/in their family about differences and similarities between their childhood homes and now. Where possible, children bring in pictures from home. • Invite a member of the school's older generation to come into school and speak to the children about their houses in their childhood. How have their houses, and the technology changed over time? Children ask questions. • Children record what was different in family homes in the past. |

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| <p>Key vocabulary:</p> <p>Now, past, present, then, after, before, later, earlier, next, then, first, decade, childhood, adulthood, life milestones, timeline, homes, houses, living room, kitchen, language of furniture and technology at home, phonograph, record player, record, CD player, CDs, cassettes, iPod, Spotify</p> | <p>Cross curricular links (may link to year before / after within other subjects)</p> <p>English</p> <p>Computing</p> |
| <p>Resources: (already in school)</p> | <p>Resources: (may need)</p> <p>Big Books of Peepo, Tiger Who Came Tea, JoJo and GranGran books</p> <p>Artefacts – record player, cassette player, CD players, iPod,</p> <p>Contemporary kitchen ware</p> |