



Context					
Unit	My Family History				
Assessment	Has childhood always been the same?				
Key Knowledge <i>How does this unit fit in?</i> <i>What Big Ideas are explored?</i>	<p>A study of changes within living memory is a statutory, national curriculum requirement for KS1 history. In this unit, the children will explore similarities and differences between their own lives and the childhood of people their grandparents' age. The substantive concept (big idea) covered in the unit is society, with the unit focusing on how different aspects of life have changed since our grandparents were children, including homes, toys, shops and schools. Pupils will be able to identify homes, toys, shops and schools from the past and present and will begin to sequence these in chronological order, children working at greater depth will begin to make links between events and draw conclusions from the sources used. While this unit focuses on a childhood in Britain, it is possible that many of the children's grandparents may have been born overseas. You will need to be sensitive to children who may have experienced the death of a grandparent, or are estranged from them. It is a good idea to talk about grandparents generally and childhood in the living past, rather than children thinking specifically about their own grandparents. You may want to send a letter home introducing the topic to parents, asking them to respond with possible sensitive issues. The key aim of the learning from this unit is to understand that change that has occurred since their grandparents were children: continuity & change is an important aspect of history studied across the school from EYFS to Year 6.</p>				
Skills <i>What skills are taught in this unit?</i> Skills Progression	<p>Continuity & Change: Develop awareness of changes within living memory - what has changed, what has stayed the same? Similarity & Difference: Pupils compare their life to people of the past Source work: Use different sources to learn about the past Chronology: Use everyday language to demonstrate understanding of changes between past and present Use common words and phrases relating to the passing of time. Making Connections: Make connections about changes over time to their own life. Questioning: asking questions, investigating ideas</p>				
Vocabulary <i>To be displayed on the working wall</i>	Oral history	Compare	Past	Artefact	Grandparent
	Same	Before	Now	Modern	Childhood
	Different	After	Timeline	Old-fashioned	Sequence

Unit Overview

Enquiry question		Learning Intention	Focus Skill	Diversity	Local History	Curriculum Links
1	Has childhood always been the same?	To identify similarities and differences between my life and our grandparents' childhood	Continuity & Change Similarity & Difference Sources Questioning Chronology	Experiences from men and women and from a variety of cultures		
2		To explore similarities and differences between my life and our grandparents' childhood				
3	Was Grandad's home like mine?	To extract evidence from different sources To inspect evidence from different sources	Continuity & Change Similarity & Difference Sources	Explore homes from different cultures.	What were homes in West Drayton like?	
4	Did Granny have an Xbox?	To explain how toys have changed over time To explore how toys have changed over time	Continuity & Change Similarity & Difference Sources	Explore toys from different cultures.		
5	What was a trip to the shops like for Grandma?	To compare shops from the past with the present day To investigate shops from the past and the present day in my local area.	Continuity & Change Similarity & Difference Sources	Explore shops from different cultures.	How have shops in West Drayton changed over time?	
6	What was school like for Grandad?	To identify similarities and differences between my classroom and what school was like for our grandparents	Continuity & Change Similarity & Difference Sources Making Connections	Explore shops from different cultures.		

		To investigate schools in England in the 1950s-60s.				
7	Assessment: Has childhood always been the same?					

Lesson 1 and 2

Enquiry question	Has childhood always been the same?
Learning Intention	To explore similarities and differences between my life and our grandparents' childhood
SOLO SC: Uni- Structural	I can discuss the toys I like to play with now.
SOLO SC: Multi- Structural	I can compare different toys.
SOLO SC: Relational	I can identify similarities and differences between my toys and the toys my grandparents played with.
SOLO SC: Extended Abstract	I can explore reasons for the differences between my life and our grandparents' childhood
The lesson (How will children meet the LI?)	<p>CONCEPTS: The aim of lesson 1 and 2 is to introduce the children to enquiry and to explore how we find out about what happened in the past.</p> <p>- Follow lesson 1 plan from Rising Stars</p> <p>This lesson could be split into two lessons:</p> <ol style="list-style-type: none"> 1: the input and preparation for visitors. 2: the visit itself and using the information gathered to meet the LI

	*This lesson requires the input from some volunteer grandparents. This could be organised as part of the lesson or a separate event or grandparents could be asked to record a short video which could be watched across the year group. Grandparents with a range of experiences (gender, culture, wealth) could be beneficial.			
Key Vocabulary for the lesson	Similarity Same	Difference Different	Grandparents Childhood	Routine
Resources	Rising Stars Plan Rising Stars Slides	https://www.bbc.co.uk/teach/class-clips-video/articles/zbs2h4j		

Lesson 3

Enquiry question	Was Grandad's home like mine?
Learning Intention	To inspect evidence from different sources
SOLO SC: Uni- Structural	I can identify key information using pictures
SOLO SC: Multi- Structural	I can use sources to find out about the past
SOLO SC: Relational	I can extract evidence from sources to make comparisons between the past and present
SOLO SC: Extended Abstract	I can draw conclusions from range of sources
The lesson (How will children meet the LI?)	<p>CONCEPTS: The aim of the lesson is for children to use photographs, artefacts and other resources to learn about the past. To identify similarities and differences between ways of life in different periods.</p> <p>- Children complete the retrieval quiz. Give the children an opportunity to remember the answer, then an opportunity to locate the</p>

	answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. The aim is that children are able to remember more over time. - Follow lesson 2 plan from Rising Stars			
Key Vocabulary for the lesson	Source Past Present	Change Similarity Difference	House Central Heating Internet	Electronics
Resources	Rising Stars Plan Rising Stars Slides		Object Recording Template	

Lesson 4	
Enquiry question	Did Granny have an Xbox?
Learning Intention	To explore how toys have changed over time
SOLO SC: Uni- Structural	I can describe toys that I (my generation) play with
SOLO SC: Multi- Structural	I can describe toys that our grandparents played with
SOLO SC: Relational	I can explain how toys have changed over time

SOLO SC: Extended Abstract	I can give reasons for why toys have changed over time			
The lesson (How will children meet the LI?)	<p>CONCEPTS: The aim of this lesson is to deepen pupils' understanding of 'continuity and change': it is about developing an understanding of the idea that some things change while others stay the same. A house for example will both have doors and windows (continuity) but what those doors are made of and how they work will be different (change) this is about comparing and contrasting in particular to your students own experiences and lives.</p> <p>- Children complete the retrieval quiz. Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. The aim is that children are able to remember more over time.</p> <p>- Follow lesson 3 plan from Rising Stars</p>			
Key Vocabulary for the lesson	Entertainment Toys Comics	Similar Different Classify	Changes Electric Design	Internet Factories Packaging
Resources	Rising Stars Plan Rising Stars Slides		Pupil Recording Template Toy images	

Lesson 5

Enquiry question	What was a trip to the shops like for Grandma?
Learning Intention	To investigate shops from the past and the present day in my local area.
SOLO SC: Uni- Structural	I can identify different types of shops in my local area
SOLO SC: Multi- Structural	I can describe what shops were like when our grandparents were children
SOLO SC: Relational	I can compare shops from the past with the present day
SOLO SC: Extended Abstract	I can begin to explain why shopping has changed over time

<p>The lesson (How will children meet the LI?)</p>	<p>CONCEPTS: The aim of this lesson is for children to explore the similarities and differences between ways of life in different periods.</p> <p>- Children complete the retrieval quiz. Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. The aim is that children are able to remember more over time.</p> <p>- Follow lesson 4 plan from Rising Stars</p>			
<p>Key Vocabulary for the lesson</p>	<p>Locality Supermarket Shopping Centre</p>	<p>Shopkeeper Parade of shops Grocer</p>	<p>Greengrocer Market Delivery</p>	<p>Delivery vans Till Rationing</p>
<p>Resources</p>	<p>Rising Stars Plan Rising Stars Slides</p>		<p>Corner Shop Image Grandma's visit to the local shop</p>	

Lesson 6

<p>Enquiry question</p>	<p>What was school like for Grandad?</p>
<p>Learning Intention</p>	<p>To investigate schools in England in the 1950s-60s.</p>
<p>SOLO SC: Uni- Structural</p>	<p>I can describe my school routine.</p>
<p>SOLO SC: Multi- Structural</p>	<p>I can describe features of school life from the past.</p>

SOLO SC: Relational	I can identify similarities and differences between my classroom and what school was like for our grandparents.				
SOLO SC: Extended Abstract	I can argue whether school was better for us or our grandparents.				
The lesson (How will children meet the LI?)	<p>In this lesson children continue to develop their enquiry skills. The aim is to be able to use different sources to explore the similarities and differences between ways of life in different periods.</p> <p>- Children complete the retrieval quiz. Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. The aim is that children are able to remember more over time.</p> <p>- Follow lesson 5 plan from Rising Stars</p>				
Key Vocabulary for the lesson	Playground games punishments	Rote 3Rs (Reding, wRiting, aRithmetic)	Routine Teacher	Classroom School	
Resources	Rising Stars Plan Rising Stars Slides	1950s school song Drawings Template			

Lesson 7					
Assessment Think! Question	Has childhood always been the same?				
Tasks	Class discussion about Think! Question - encourage use of appropriate vocabulary Children complete Think! Question				
Key Vocabulary for the lesson	Oral history Same	Compare Before	Past Now	Artefact Modern	Grandparent Childhood

	Different	After	Timeline	Old-fashioned	Sequence
Resources	Think! Question				