



Context					
Unit	How has WDA changed over time?				
Key Knowledge <i>How does this unit fit in? What Big Ideas are explored?</i>	The national curriculum states that in KS1 pupils should be taught about both “changes within living memory” and “significant historical events, people and places in their own locality.” In this unit, children will be introduced to the idea that schools have been in the locality for some time but they have not always been the same. They will look at similarities and differences as well as be introduced to some of the events that have affected schools in the past. The theme allows children to carry out some of their own investigations by using a range of different sources to draw conclusions from. Above all, it allows the children to see some continuity between their lives and the past. This unit is structured around three sequential history enquiries: 1. Is there any difference between schools today and in the time of their parents and grandparents? 2. Would you prefer to have been in school in the past or now? 3. Were there times in the past when life at school was particularly unusual and why was this? The substantive concept (big idea) explored in this unit is society and the roles schools have within a community. The concept of conflict will begin to be explored when learning about events that have affected schools in history.				
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?</p> <p>Similarity & Difference: Pupils compare their life to people of the past</p> <p>Chronology: Use everyday language to demonstrate understanding of changes between past and present</p> <p>Sources: Use different sources to learn about the past.</p> <p>Chronology: Use everyday language to demonstrate understanding of changes between past and present.</p> <p>Significance / Questioning: Ask questions about significant people and events.</p> <p>Making Connections: Make connections about changes over time to their own life.</p>				
Vocabulary <i>To be displayed on the working wall</i>	Similar	Century	Past	Blackboard	School
	Different	Timeline	Present	Punishment	Teacher
	Change	Chronology	Classroom	Cane	Pupil

Unit Overview

Enquiry Question		Learning Intention	Focus Skill	Diversity	Local History	Curriculum Links
1	Is there any difference between schools today and in the time of their parents and grandparents?	To explore the similarities and differences between WDA today and when Miss Howard was in Year 1	Similarity & Difference Continuity & Change Making Connections	Is WDA more diverse now than it was in the past? (Pupils and teachers)	Local community: Interview a teacher who went to school at WDA	
2		To infer information from historical sources To explore information from historical sources	Sources Chronology	Gender in schools (pupils and teachers)		
3	Would you prefer to have been in school in the past or now?	To ask and answer relevant questions to pursue a line of enquiry	Questioning Continuity & Change Similarity & Difference		Trip to Victorian School Museum, Reading	
4	Were there times in the past when life at school was particularly unusual and why was this?	To explore how life in schools was impacted by significant events from history	Questioning Significance		Local community: Interview someone who lived during WW2 (aged 80+) to talk about their school experience Interview someone who experienced the pandemic at WDA	
5	How have schools changed over time?		Continuity & Change Similarity & Difference			

Lesson 1

Enquiry Question	Is there any difference between schools today and in the time of their parents and grandparents?						
Learning Intention	To explore similarities and differences between WDA today and when Miss Howard was in Year 1						
SOLO SC: Uni- Structural	I can identify parts of WDA which are new and which are old						
SOLO SC: Multi- Structural	I can describe what WDA was like when Miss Howard was in Year 1						
SOLO SC: Relational	I can list similarities and differences between WDA today and when Miss Howard was in Year 1						
SOLO SC: Extended Abstract	I can explain why WDA has changed since Miss Howard was in Year 1						
<p style="text-align: center;">The lesson (How will children meet the LI?)</p>	<p>The aim of this lesson is to use appropriate vocabulary and terminology associated with schooling; pose questions to find out about schools in the past and detect some important similarities and differences about schools across time. This is crucial for children to fully understand continuity and change across history where some things stay the same and some things change.</p> <ul style="list-style-type: none"> - Ask children to think of features associated with schools including the relevant vocabulary, e.g. pupils, teachers, lessons, classrooms, displays, playground, chairs. Record the ideas shared on large flipchart paper. - Display some images of WDA both inside and outside. Ask the children to consider which parts look new and which old? Give reasons. - Introduce Miss Howard to the children and explain that she went to WDA when she was a child. LH to explain how lots has changed since she was at school. - Show a photograph of the school at the time when Miss Howard was in Year 1 (around the same time as some of their parents). - Closely observe some features which are similar or different. Can they explain some features which are no longer there today, e.g. blackboard, maybe the absence of computers. - Children devise some questions to ask about school in their time, e.g. did they have..... Prompt questions about diversity if the children do not do this themselves. - Ask the children why these changes have happened? (development in technology, growing population, less green space due to construction) - As a class, children to use the information from the photograph, their own observations and the oral history to create a collaborative T-Chart of similarities and differences/changes. Add this to the working wall. - The tasks above could be extended by including a writing task, however children can achieve the LI through discussion. 						
Key Vocabulary for the lesson	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Old</td> <td style="width: 33%;">Similar</td> <td style="width: 33%;">Change</td> </tr> <tr> <td>New</td> <td>Different</td> <td>School</td> </tr> </table>	Old	Similar	Change	New	Different	School
Old	Similar	Change					
New	Different	School					

Resources	Photographs of WDA in the present day	Photographs of WDA from the 1990s	Flipchart Paper to add information to Working Wall
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Lesson 2

Enquiry Question	Is there any difference between schools today and in the time of their parents and grandparents?		
Learning Intention	To explore information from historical sources		
SOLO SC: Uni- Structural	I can sort images into the past and present		
SOLO SC: Multi- Structural	I can describe what schools were like 100 years ago		
SOLO SC: Relational	I can infer information from historical sources		
SOLO SC: Extended Abstract	I can evaluate which sources offer the best information and why		
The lesson (What will the children do to demonstrate their understanding of the LI?)	<p>The aim of this lesson is for children to begin to understand different ways in which historians find out about the past and will use different sources to find out information about what school was like 100 years ago.</p> <ul style="list-style-type: none"> - Children begin with a low-stakes quiz question. The purpose of this is to encourage children to draw upon their previously learnt knowledge enabling children to remember more over time. - Show on a timeline where a century ago would have been compared to their parents or grandparents time. - Ask children how they might find out about life 100 years ago (1920s) – gradually introduce them to the idea of a range of sources such as photographs, written records, maps but discuss what would not be easily available such as speaking to people who remembered it. - Show some images of life locally 100 years ago (not schools) but aspects such as street scenes, homes, family life, clothes, industry. From these images ask children to make some suggestions about what they might expect schools to be like. Record responses on a flipchart to add to the working wall. - Introduce some extracts building on the sources of the previous activities, e.g. simple extracts from log book, registers, punishment books, HMI report, various photographs, some artefacts. Ask them which of the sources gives them the best information and why, e.g. was a photo better than something written. Discuss ideas. - Children Think, Pair, Share some questions they might want to ask a pupil who was at school at this time. (1920s) - From the various evidence they have used, draw a picture of a “typical” school scene 100 years ago. Can children justify what they have included in their drawings? Find word mat on Twinkl to support labelling. 		
Key Vocabulary for the lesson	Century Past	Present Source	Historian Compare Timeline
Resources	Yiewsley High Street (now and then) The Green, West Drayton (now and then)	Images of schools from 1910 School Report 1920	Piano exam Seating Plan 1914

	Station Road, West Drayton (now and then) Train Station (now and then)	Exercise book 1922 School Play	Image of a teacher holding a cane School Uniform Twinkl resources : Schools past and present
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Lesson 3

Enquiry Question	Would you prefer to have been in school in the past or now?
Learning Intention	To ask and answer relevant questions to pursue a line of enquiry
SOLO SC: Uni- Structural	I can say if I would prefer to have been in school in the past or the modern day
SOLO SC: Multi- Structural	I can describe what schools were like in the past and now
SOLO SC: Relational	I can justify my opinion using evidence
SOLO SC: Extended Abstract	I can reflect on why some features of schools have changed over time
The lesson (How will children meet the LI?)	<p>The aim for this trip/lesson is to experience what school was like in the past and for the children to ask questions to find out more. Children should be encouraged to highlight the similarities and differences thinking about what changes have occurred over the last 100 years, children working at the greater depth will give thought to why things have changed, not just how.</p> <ul style="list-style-type: none"> - Trip to Reading Museum (Victorian School Room) - Upon return to school, children begin with a low-stakes quiz question. The purpose of this is to encourage children to draw upon their previously learnt knowledge enabling children to remember more over time. - each child to create a thought bubble for something that is the same and something that is different. Children to write a third thought bubble about whether they would prefer to go to school in 1923 or 2023 . Use these ideas to create a display about similarity and difference in history.
Key Vocabulary for the lesson	
Resources	Thought bubbles for display Trip!

Lesson 4

Enquiry Question	Were there times in the past when life at school was particularly unusual and why was this?						
Learning Intention	To explore how life in schools was impacted by significant events from history.						
SOLO SC: Uni- Structural	I can ask questions to find out more information.						
SOLO SC: Multi- Structural	I can identify significant events from the past which affected life in schools						
SOLO SC: Relational	I can explain how life in schools was impacted by significant events from history						
SOLO SC: Extended Abstract	I can sequence significant events from history on a timeline						
The lesson <small>(How will children meet the LI?)</small>	<p>The aim of this lesson is to identify some events which could affect school and the community and give reasons why these events might impact pupils and teachers. This introduces the idea of ‘significance’: an important event which changed aspects of society.</p> <ul style="list-style-type: none"> - Children begin with a low-stakes quiz question. The purpose of this is to encourage children to draw upon their previously learnt knowledge enabling children to remember more over time. - Ask the children to think of things that happen which might affect life at school. - Examples they may think of include: if pupils and teachers were unwell, if the buildings were unsafe, there was no electricity, there was no heating, there were no teachers, people having to move, the weather. - Ask if the children can think of any significant / important event from the past which might have impacted children going to school? (War, pandemic, heavy snowfall, Queen Elizabeth’s death) Some children in the class may have recently joined WDA from abroad - be sensitive to this and reasons why people move. - Invite 2 visitors to class. One visitor who was alive during WW2 and perhaps experienced evacuation / gas masks in schools. One visitor (could be someone from school) who experienced school during the Covid-19 pandemic. - Ask both visitors to explain how school was different for them and why. - Children should be encouraged to ask questions to find out more. - Look back at timeline used to support visualisation of 100 years ago (lesson 2), add WW2 and Covid 19 to this timeline to help children visualise the chronology of these events. - Task: children to answer the question ‘How did schools change because of the second world war?’ ‘How did schools change because of Covid-19?’ Provide children with a word mat to support with vocabulary they will have heard from the visitors. 						
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	Chronology Timeline	Evacuation Blackout	Home-learning Social distancing
Resources	Visitors	Timeline	

Lesson 5

Assessment Think! Question	How have schools changed over time?															
Tasks	<p>Class discussion about Think! Question - encourage use of appropriate vocabulary Ask the children to think back across all the information they have learnt about schools. Ask each to pick out 3 differences and similarities between schools in the past and today. Children could write and/or draw a response.</p> <p>Children complete Think! Question</p>															
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Resources	Think! Question															