

# YEAR 1 UNIT 1 – MY FAMILY HISTORY:

## What was life like when our grandparents were children?

### Related units:

*Year 2 Unit 2: Holidays* and *Year 2 Unit 3: Our Local Heroes*

### Unit overview

In this unit, the children will explore similarities and differences between their own lives and those of people their grandparents' age. The unit focuses on different topics, including homes, toys, shops and schools, and provides opportunities for classroom visitors, as well as trips to the local area and museums.

Resources are provided, but to get the most out of this unit, you will need to assemble your own bank of resources so that children can see and handle real objects, rather than just photographs. The resources provided reference mostly the 1950s and 1960s when the majority of the children's grandparents were children. If you find the average age of the children's grandparents is lower, you may want to adjust the planning to reflect a childhood in the 1970s. 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 also need to be aware that some children may have lost their grandparents. In these cases, you may need to adjust some of the resources.

This unit's Big Finish in week 6 is a reconstruction of a school day in the 1950s/1960s. There is some guidance included to help you plan your experience, which can be as short or as long as you want, depending on the amount of support you have and the confidence of the children in coping with an unfamiliar experience. You may also choose to invite parents and grandparents, as well as visitors who have supported you throughout the unit.

### Key vocabulary

Oral history, same, different, compare, before, after, past, now, timeline, 20th century, 1950s, 1960s, 21st century, grandparent, growing up, year, clue, object/artefact, matching, modern, old, vocabulary related to different types of house (terraced, flats, bungalow, semi-detached) and features of houses (bathrooms, heating etc.), inventions, materials, condition, design, packaging, similar, comics, classify, locality, supermarket, shopping mall, shopkeeper, parade of shops, grocer, greengrocer, tobacconist, market, delivery vans, cash register, rationing, playground games, punishments, rote, 3Rs (Reading, wRiting and aRithmetic), school, chalk board, dip pen and ink.

### Knowledge, skills and concepts

In this unit, the children will:

- develop an awareness of the past
- know where the people and events they study fit within a chronological framework
- identify similarities and differences between ways of life in different periods
- use a wide vocabulary of everyday historical terms
- ask and answer questions, choosing parts of sources to show that they know and understand key features
- understand some of the ways in which we find out about the past
- identify different ways in which it is represented.

### Cross-curricular links

- **DT:** toy and household object design and manufacture
- **English:** conducting interviews
- **Geography:** map work, local services, comparing the changes over time using maps and photographs

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## Related books for wider reading

- *When Gran was a Girl* by Jo Nelson (Rising Stars Reading Planet)

## Places to visit

- Local supermarket
- Local shops
- Local museums (many have a homes and a childhood/toy section)
- Victoria and Albert Museum of Childhood, Bethnal Green, London

## Assessment

Opportunities for assessment for learning are built in throughout the unit through questioning and activities. Children can both self and peer assess as appropriate using approaches familiar to them. The quiz is intended to be used during week 6, and will review knowledge, skills and concepts acquired during the unit. The Rising Stars Progression Framework assessment focuses on: sequencing the past, develop awareness of the past using common words and phrases relating to the passing of time. **The assessment can be completed as an activity undertaken in a session from week 3 onwards, or it can be part of ongoing observation. Detailed information on the task can be found on the key assessment opportunity sheet.**

## Subject knowledge and teaching guidance

In delivering this unit, you will need to be sensitive to children who may have experienced the death of a grandparent, or are estranged from them. You may want to send a letter home introducing the topic to parents, asking them to respond with possible sensitive issues. Contacting home will also give you the opportunity to ask for help with visitors, and support for your learning celebration school day in week 6. Dependent on the response from parents, you could invite children to find out more about their own grandparents' experiences. This could be a project where children make a scrapbook of things like photographs, drawings and captions.

There are a number of opportunities in the unit for visitors to share their experiences of childhood with the children (particularly week 1). These will need careful planning to ensure a positive experience for both visitor and children. Sending copies of the children's questions in advance will allow your speaker time to prepare, and make them feel more confident. Invite them to bring in props to support them in the session, e.g. old toys, schoolbooks or examples of food. We recommend including more than one visitor, as this will facilitate opportunities for the children to interact and become familiar with a variety of experiences. Throughout the unit, plan to provide children with a diversity of childhood experiences. It is a good idea to represent gender, social class and both rural and urban childhoods.

You may decide to take the children on a visit. In week 4, they will look at shopping in the past and ideally visit local shops, providing them with early experiences of studying local history. You could visit a supermarket to consider changes over time. Some supermarkets offer organised visits for school groups. You may also organise a visit to a local museum to study toys or home-life in the past. Many museums offer workshops for these popular topics but, before you book, check that you will be studying life in the 1950s and 1960s and not in the Victorian or Edwardian era.

Resources are provided for your classroom activities, however we do recommend using some genuine objects from the period instead of photographs. Contact your local museum to find out if they supply loan boxes, or ask the school community for any donations or loans. You can also buy objects quite cheaply from auction sites or car boot sales. Dependent on space and resources, you could set up an area in the classroom to reflect a corner shop or classroom from the past. This can be an ongoing experience that all the children can utilise throughout the unit.