

# Year 1 – Autumn 1 – Childhood Now and Then

English Journey: Setting Description of a house or a room within a house.

## NC History

- Changes within living memory
- Events beyond living memory
- Lives of significant individuals (Queen Victoria and Queen Elizabeth I)
- Significant historical events, people and places in their own locality

## NC Geography

- Use simple fieldwork and observational skills to study the geography of the key human and physical features of the school's surrounding environment

Should we all be treated the same?

6									
5									
4									
3									
2									
1									

What was life like for Victorian children? (2 part lesson – children split into two groups)

Group 1: Teachers to act and dress as Victorian teachers and run a Victorian style class – Victorian style handwriting, writing on chalk boards, lists of calculations.

Group 2: With TAs children carry out different jobs of Victorian children: Cotton Mill – Scavenger, Match Factory, Scullery Maid, Coal Mine – Trapper, Coal Mine – Carrier, Bird Scarer, Street Children

Out of character, children discuss their experiences and whether they prefer working or going to school.

Children write a list of rules for children to follow today – they will be able to hang these up in their homes at the end of the topic.

Which is the most important rule and why?

Class, Power, Change, Fairness

The children will line up, boys and girls separately, with the smallest in front and the tallest at the back.

What is the most popular toy to be played in Year 1?

Children bring in their favourite toy from home. How could we sort these toys? Are any of the toys similar? Board games, electronic, construction, creative toys, dolls, animals, action figures.

Sort the toys into the different groups and add labels. How many toys do we have in the board game group? What does this tell us about the children in Year 1?

Children create a pictogram to present their findings and answer the question.

Year 1's favourite toy is \_\_\_\_\_ Show children 4 different character cards and explain that we are going to donate our class's favourite toy to one of these children. Who will it be?

Children discuss each character and in pairs they choose one person and persuade the rest of the class to donate it to their chosen person. Repeat for different groups.

Class vote determines who the toy goes to. What could we do to help all these children out?

Class, Power, Change, Fairness



How have toys in our home changed over time?

Each table has an old or new toy to explore. What is it? How do you play with it? Does it move? How does it move? What material is it made out of? Do we play with this toy today? Do you have this toy at home?

Share children's findings and make a list of all the toys that have at home. Children name the toys in the classroom and demonstrate how to play them.

Why do we not know what some of these are called or how to play them?

Explain how toys have changed overtime and we still have toys similar to some of the old toys today. Can you identify the modern-day version of a teddy bear?

How have they changed? Children name the toys and match the old toy to the adapted and improved modern day toy.

If you had to choose one of these toys – which one would you choose and why? Why do we all have different toys?

Class, Power, Change, Fairness

## NC Citizenship

- To take part in discussions with one other person and the whole class
- To recognise choices they can make, and recognise the difference between right and wrong;
- To agree and follow rules for their group and classroom, and understand how rules help them
- To know that they belong to various groups and communities, such as family and school
- To realise that money comes from different sources and can be used for different purposes
- Meet and talk with people
- Consider social and moral dilemmas that they come across in everyday life



How are houses made?

Visit: building site

Children visit a home estate building site. Here they will learn about how and why the houses are being built.

Children will look at the foundations of a house, a house that is being built and they will have a look around the show home and make comparisons between a house and a home.

Questions to ask:

Why are you building more houses?

Why do we need more houses?

Who will buy these houses?

Why are you building the houses on this estate?

How do you help people buy these houses?

What are the different types of houses you are building on this estate?

Why are the houses different sizes?

What makes a house a home?

Who lives in a house like this?

What type of houses do we have in our local area?

Should we only build one type of house?

Children bring in photographs of the exterior of their house. Pin them up on a pinboard.

What are the different types of houses? (Detached, semi-detached, terrace, bungalow, flat/apartment).

Refer back to what children learnt during their visit to the building site and the pictures on the pinboard. How are these houses similar/different?

Children walk around the local area and complete a tally chart of the different types of houses they see. Which types of houses did you see? Which types of houses did you not see? Why do you think this is?

When did building work for houses begin around East Park?

<https://www.streetcheck.co.uk/postcode/wv12dn> Show children houses before this time. Create a timeline to show how houses have changed overtime.

Which type of house would you like to buy/live in?

Show children houses for sale in Wolverhampton.

What do we need to make a house a home?

On tables children have pictures of different rooms within two different houses – they complete a jigsaw to make a Victorian house and a modern-day house.

What are the similarities/differences?

Discuss the items found in each room – do we have these in our homes at home today? Why/Why not? Children place more household items in the correct rooms in the correct houses. How do you know if it past or present?

Discuss the invention of some of the household items.

1874 – Christopher Sholes invented the typewrite telephone

1876 – Alexander Bell invented the telephone

1879 – Edison and Swan invented the first lightbulb

If you could invent a new household item – what would it be? What room would it be used in? Who would be able to use it?

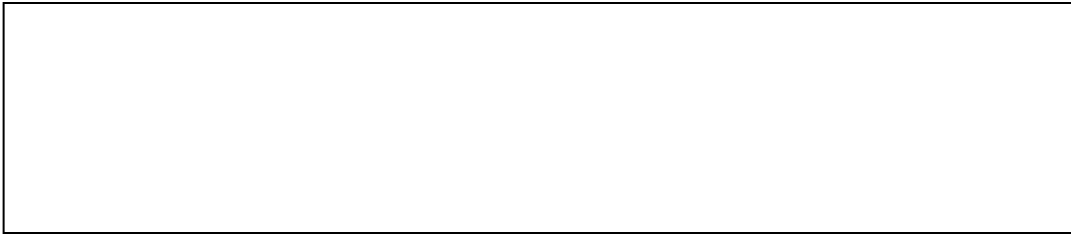
Class, Power, Change, Fairness



# Year 1 – Autumn 1 – Childhood Now and Then

How is this similar or different to the house you live in?  
How old is your house?

Class, Power, Change, Fairness



Class, change, power, fairness

