

Year 1 – Autumn 2 – Childhood Now and Then

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

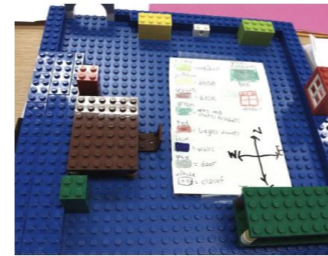
NC History

- 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?



Enrichment Week

Who is most likely to buy this house?
Oracy outcome

The local estate agent has been in touch and would like videos of our children promoting their houses to sell so she can put them on her website. Children have to think carefully about who is most likely to buy their house? Are they rich, poor, small family, large family? They then create a sales pitch including pictures of their floor plan and rooms within their house. They explain why the house has been designed this way and why it is perfect for their buyer.

Class, Power, Change, Fairness

What items are essential and what items are a luxury?

Show and discuss floor plans that were created last lesson. What type of house will it be? What rooms will you have in your house? How many bedrooms? How many bathrooms? Why?

How can we make this house a home? Children think of household items they need to put in their home. Are you putting modern-day household items or olden-day household items? Children build household items out of lego and place in the correct room on their plan.

How old is this item? How long has this item been around for? Which is the newest item in your house? Which is the oldest item in your house?

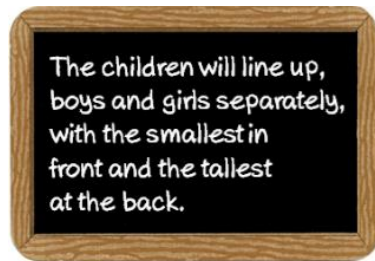
When houses are complete, children play with some lego figures and their houses. As children are playing, teachers remove luxury items from some of the houses.

Follow children's enquiries about teacher's actions. Children remove any household items they no longer want in their house before they sell it.

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



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?

How has Queen Victoria influenced our lives today? (2 part lesson)

Part 1: Provide children pictures about Victorian Times including Queen Victoria – What do these pictures tell us? Write down children's ideas. Play true or false game to identify facts about the Victorian Times and Queen Victoria. Create a class timeline of facts.

Which of these things do we still do/use now? Children sort pictures into 'Now and Then'.

Part 2: Provide children with 'Now and Then' Christmas cards, trees, presents, crackers and carols. Children sort into 'Now and Then'

Children then create Victorian Christmas cards. How do you want to influence others? What would you like to change in our world? What would you ask from our Queen?



What would your dream home look like?

Provide children with house description cards including floor plans and pictures (houses for sale). Which house would you buy and why?

If you could take some things from one of the other homes to create your perfect home, what would it be?

Children work in pairs to create a floorplan for their dream home.

What type of house will it be? What rooms will you have in your house? How many bedrooms? How many bathrooms? Why?

Partner 1: create a floorplan for downstairs using lego and label each room
Partner 2: create a floorplan for upstairs using lego and label each room (save these for next lesson and photograph them)

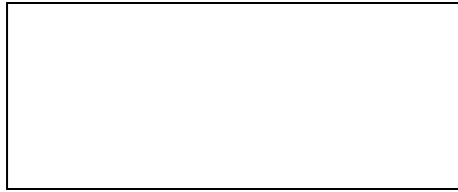
Do all our houses need to be the same? Why/why not? E.g. some people have more people living in their house so need more bedrooms/bathrooms



Class, Power, Change, Fairness



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Class, Power, Change, Fairness

Class, change, power, fairness

- 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

