

Communication Then and Now : History : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To compare and contrast early writing systems.	<p>The class will explore some of the earliest forms of communication, including cave paintings, cuneiform and Egyptian hieroglyphs. The children will compare and contrast between these three early methods of written communication and how they developed, making communication easier in each societal group.</p> <p>The children can try and recreate the different early communication styles and then reflect on how they found creating each type.</p>	<ul style="list-style-type: none"> • Can children make simple comments about what they can see in a historical source? • Can children answer simple questions about an early writing system? • Are children able to ask simple questions about early writing systems? 	<ul style="list-style-type: none"> • Slides • Odd One Out Speech Bubbles • Worksheet 1A • Word Bank 1A • Sound buttons/recording devices • Worksheet 1B (FSD? activity only) • Cuneiform Cards (FSD? activity only) • Cave Painting Cards (FSD? activity only) • Egyptian Hieroglyphs Cards (FSD? activity only) • Large paper, chalk/paints, colouring pencils, play dough, sculpting tools (lolly sticks with the end cut off), paper (FSD? activity only)
Lesson 2	To explore how the invention of the printing press changed the way people communicate.	<p>Children are introduced to the idea that the printed word needed to be invented and what life was like before this. They will reflect on how expensive and time-consuming methods of spreading information may have affected the daily lives of people in Britain compared to the time after the printing press was introduced by William Caxton.</p>	<ul style="list-style-type: none"> • Do children know that William Caxton brought the first printing press to Britain? • Do children understand what a printing press is and how it works? • Can children describe some of the ways in which the printing press changed people's lives? 	<ul style="list-style-type: none"> • Slides • Worksheet 2A/2B • Challenge Sheet 2A/2B (FSD? activity only) • Typesetter Letters (FSD? activity only)
Lesson 3	To find out the advantages and disadvantages of using telegrams in the 19th century.	<p>This lesson challenges your children to compare telegrams and letters as a form of communication. They will think about the advantages and disadvantages to each and discuss these as a class.</p>	<ul style="list-style-type: none"> • Do children know what a telegram is? • Can children name some similarities and differences between letters and telegrams? • Are children able to explain how Morse code was used to send telegrams? 	<ul style="list-style-type: none"> • Slides • Worksheet 3A/3B/3C • Message Cards (FSD? activity only) • Morse Code Alphabet (FSD? activity only) • Hoops (optional) (FSD? activity only) • Morse Code Words (FSD? activity only)
Lesson 4	To use timelines to show how telephones have changed.	<p>This lesson focuses on your class's timeline skills as they find out about the invention, development and changes the telephone has been through in the last 150 years. They are challenged to think about what came before and after, using a timeline, as well as placing different variations of the telephone on a timeline.</p>	<ul style="list-style-type: none"> • Do children know who Alexander Graham Bell was? • Can children describe what the first telephones were like? • Can children describe some of the ways in which telephones have developed? 	<ul style="list-style-type: none"> • Slides • Worksheet 4A/4B • Picture Cards • Discussion Prompts • Physical telephone artefacts (FSD? activity only) • Date Cards (FSD? activity only)
Lesson 5	To compare the effects of Tim Berners-Lee and William Caxton's contribution to communication.	<p>Children are introduced to the inventor Tim Berners-Lee. After a description of the World Wide Web and how it has been used to communicate globally, the children will compare this effect with that of the printing press and William Caxton. The children will think about how both individuals changed people's lives in similar ways.</p>	<ul style="list-style-type: none"> • Do children know who Tim Berners-Lee is and what he invented? • Can children identify similarities and differences between the lives of Caxton and Berners-Lee? • Can children name some ways in which these inventions have changed the way in which we communicate? 	<ul style="list-style-type: none"> • Slides • Worksheet 6A/6B/6C/6D • Speech Bubble Cards A/B/C • Question Cards (FSD? activity only)

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Lesson 6	To investigate the history of British Sign Language.	In this more discrete lesson, the children will explore the history of an alternative method of communication. They will see how British Sign Language changed and evolved before being recognised as a language. They are challenged to have a go at using BSL to introduce themselves.	<ul style="list-style-type: none"> Do children know that there are different forms of non-verbal communication? Can children identify who might use BSL as a form of communication? Are children able to identify when BSL was recognised as an official language? 	<ul style="list-style-type: none"> Slides Matching Card BSL Alphabet Sheet Worksheet 6A/6B/6C Sign Cards* Fingerspelling Cards Name Card <p><i>*Videos of all signs used in this lesson are available on the BSL dictionary. Some signs may vary regionally.</i></p>
Lesson 7	To summarise the history of communication.	This final lesson consolidates the children's knowledge and understanding of how communication has changed throughout history. They will be asked to analyse the different inventions/events we have looked at throughout the unit and choose which one they think was the most important.	<ul style="list-style-type: none"> Are children able to organise familiar inventions on a timeline? Can children reflect on the impact that an invention had on smaller communities/worldwide communication? Can children justify their ideas using key historical vocabulary? 	<ul style="list-style-type: none"> Slides Picture Cards 7A/7B Worksheet 7A/7B (FSD? activity only) Worksheet 7C (FSD? activity only) Colouring pencils/felt-tips End of Unit Quiz

Vocabulary

past, present, earliest, most recent, century, decade, communication, ancient, modern, long ago, ancient Egyptians, technology, alternative, invention, design, daily life, timeline, chronology, order, within living memory, beyond living memory, impact, change, significance, importance, compare, contrast, similar, different, artefact, source, cave paintings, hieroglyphics, printing press, letter, books, newspapers, radio, film, television, telegraph, telegram, Morse code, telephone, smart phone, email, video, text, British Sign Language, fingerspelling, Johannes Gutenberg, William Caxton, Samuel Morse, Alexander Graham Bell, Tim Berners-Lee

KS1 History Curriculum Objectives

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements.

