


Homes in the Past : History : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To know that there are different types of homes	In this first lesson, children will explore and describe some different types of homes. They will look at common features, and think about why there are so many different types. In their independent work, children complete matching activities with picture cards, and are encouraged to start thinking about which homes look the oldest/newest, and why.	<ul style="list-style-type: none"> • Can children name and begin to describe some of the different types of homes? • Can children identify what features are common to all homes? • Are children beginning to understand that some homes are older than others? 	<ul style="list-style-type: none"> • Slides • Picture Cards A/B • Label Cards • Description Cards • Local Area Observation Sheet (FSD? activity only) • Clipboards, pencils (FSD? activity only)
Lesson 2	To know how and why homes have changed within living memory	In this lesson, children will discuss the difference between 'within living memory' and 'beyond living memory', using timelines as a visual aid. As a class they will then explore some of the ways in which the building of homes has changed, and why, from the 1940s to the present day. In their independent activities, children match up pictures to the correct decade using given clues. Alternatively, they are challenged to compare different houses and reason which one is newer or older, and why.	<ul style="list-style-type: none"> • Do children understand that homes have changed within living memory? • Can children identify some of the ways in which homes have changed within living memory? • Do children understand what a timeline is, and can they use and understand vocabulary associated with it? 	<ul style="list-style-type: none"> • Slides • Match Up Picture Cards A/B • Match Up Clue Cards • Match Up Decade Cards • Comparison Cards (FSD? activity only) • Teacher's Prompt Sheet (FSD? activity only)
Lesson 3	To use sources to compare homes from different decades	After discussing what a source is, and what type of sources could help us to find out about homes within living memory, children will use photographs to compare living rooms and kitchens from the 1940s, 1960s, 1980s, 2000s and 2020s (present day). In their independent activities, they will use what they have learnt to match photographs of interiors to the correct decade, and identify both similarities and differences.	<ul style="list-style-type: none"> • Do children know that we can find out about homes in the past from different sources? • Can children use these sources to compare homes from different decades within living memory? • Can children identify similarities and differences between homes within living memory, and homes in the present day? 	<ul style="list-style-type: none"> • Slides • Interiors Sheets Set A, B, C • Decade Cards • Compare and Contrast Sheets (FSD? activity only)
Lesson 4	To ask questions about homes in the past	Children will find out what a testimony is, and together will compile a list of questions that they could ask their parents/grandparents/other appropriate adults about their childhood home. This could be achieved through visits to the classroom, or by sending surveys home. Children are encouraged to compare the advantages and disadvantages of photographs and testimonials as sources.	<ul style="list-style-type: none"> • Do children know what an oral testimony is? • Do children know how historical sources can provide different information about homes in the past? • Can children ask relevant questions and use the answers to share what they have found out about homes in the past? 	<ul style="list-style-type: none"> • Slides • Question Cards • Blank Question Cards • Optional: Survey Sheet (FSD? activity only)
Lesson 5	To understand the impact that technology has had on our homes	In this lesson, children will look at technology in the home, and how it has changed the way we live in, and use, our homes. Children will explore technology from different decades and discuss how each invention has impacted our lives. In their independent activities, they will arrange pictures of technology on a timeline according to when they think each one first started appearing in most homes.	<ul style="list-style-type: none"> • Do children know that home technology has changed within living memory? • Can children explain the impact that home technology has had on people's lives? • Can children order technological advances within living memory on a timeline? 	<ul style="list-style-type: none"> • Slides • Timeline Sheet A/B/C • Technology Cards A/B/C • Discussion Cards (FSD? activity only)
Lesson 6	To know about homes beyond living memory	In this final lesson, children will look at what homes were like beyond living memory, focusing on the Victorian era. After placing this era on a timeline, children will learn about the main features of a Victorian home, and how the inhabitants lived in them. Children then discuss and sort true and false statements, or, in the alternative activity, use their enquiry skills to explore some mystery objects.	<ul style="list-style-type: none"> • Do children know that the Victorian era was beyond living memory? • Can children use information from visual sources to ask and answer questions about Victorian homes in the past? • Can children identify how homes were similar and different in different time periods? 	<ul style="list-style-type: none"> • Slides • True/False Cards • Worksheet 6A • Victorian Mystery Object Cards (FSD? activity only) • Post-its or A3 paper (FSD? activity only)

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KS1 Aims and Objectives:

Objective	Teacher notes
<ul style="list-style-type: none"> changes within living memory (where appropriate, these should be used to reveal change in national life) 	
Aims	
<ul style="list-style-type: none"> use common words and phrases relating to the passing of time use a wide vocabulary of everyday historical terms develop an awareness of people, events and changes 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 ask and answer historical questions, using stories and other sources to show knowledge and understanding understand some of the ways in which we find out about the past identify different ways in which the past is represented 	
Vocabulary	
<p>home, house, detached, semi-detached, terraced, bungalow, flat, mobile home, motor home, houseboat, past, present, then, now, today, recent, old, new, modern, within living memory, beyond living memory, generation, parents, carers, grandparents, time period, decade, century, prefabricated, population, tower block, demolished, renovated, central heating, double-glazed, sustainable, energy-efficient, solar panels, source, artefact, photographs, interior, wireless, gramophone, larder, pantry, appliance, hob, fitted furniture, laminate, modular sofa, open-plan living, oral/written testimony, memory, childhood home, technology, sequence, chronological order, features, building, style, design, materials, microwaves, dishwashers, computers, televisions , change, same, different, Victorian era, World War Two, 19th century, 21st century, bay window, sash window, electricity, gas lamp, stove, range, privy, chamber pot, scullery, drawing room, nursery, bellows, washboard, mangle, dolly, coal scuttle.</p>	