



Medium Term Unit Planning

Topic Name: Time Travellers (Changes Within Living Memory)

Learning outcome:

Children will be able to discuss how life has changed within living memory. They will be able to order household objects, technology, toys and clothes in chronological order.

Hook

The children receive a letter from a little mouse who is visiting year 1. Little Mouse asks the children what they do each day and what their grandparents did when they were little.

Topic Showcase (e.g. display, museum, performance, presentation)

Trip to Bewdley museum.

Oracy:

Children will actively participate in discussions about how life was different in the past, for our parents, grandparents, and people from different decades/eras.

Key Vocabulary:

Timeline, morning, afternoon, evening, night, a long time ago, in the past, decades, eras,

Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.):

Under Review

Citizenship/Community Opportunities:

Walking into Bewdley to visit the museum and learn about the history of our local area.
Parents and grandparents send in letters and photos about their life when they were little.

Experiences/Visits/Visitors

Trip to Bewdley Museum.



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Main Subjects covered:

History

History Threshold Concepts

- **Investigate and interpret the past**
This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.
- **Build an overview of world history**
This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.
- **Understand chronology**
This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.
- **Communicate historically**
This concept involves using historical vocabulary and techniques to convey information about the past.

Art Threshold Concepts

- **Master techniques**
This concept involves developing a skill set so that ideas may be communicated.

DT Threshold Concept

- **Master practical skills**
This concept involves developing the skills needed to make high quality products.
- **Design, make, evaluate and improve**
This concept involves developing the process of design thinking and seeing design as a process.



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Music Thresholds Concept

- Describe music

This concept involves appreciating the features and effectiveness of musical elements.

Notes:

Useful Links:

History of Toys - <https://www.theschoolrun.com/homework-help/history-toys>

BBC Bitesize Videos - <https://www.bbc.co.uk/bitesize/topics/zr4nxbk>

Weekly Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
<p>1. A Letter from 'Little Mouse'</p> <p>I can put my daily events on a timeline.</p> <p>I can enquire about my parents and grandparents' lives in the past.</p>	<p>Investigate and interpret the past - This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p> <p>Understand chronology - This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.</p>	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. 	<ul style="list-style-type: none"> • The children receive a letter from a little mouse who asks them what they do each day and when they get home from school. Children will draw pictures and write captions to represent a timeline of a typical day. • To stimulate children's curiosity, children will enquire about what their parents and grandparents did when they were little by sending/receiving letters. Children will discuss similarities and differences with their own lives.



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	<p>Communicate historically - This concept involves using historical vocabulary and techniques to convey information about the past.</p>	<ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. 	<ul style="list-style-type: none"> • To create a class time capsule to explain what the children enjoy doing now, for children in the future to find.
<p>2. A Day in the Life</p> <p>I can discuss how life was different for men, women and children.</p> <p>I can put technology in chronological order.</p>	<p>Investigate and interpret the past - This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p> <p>Understand chronology - This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.</p> <p>Communicate historically - This concept involves using historical</p>	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. • Use words and phrases such as: a long time ago, recently, 	<ul style="list-style-type: none"> • Children will discuss and ask questions about the day to day roles of men, women and children in the past through diary entries. • Children will become domestic machine detectives and look at differences in homes and technologies over time. They will be introduced to the concept of decades and will design a piece of technology for the future. • Children will look at photographs of schools, classrooms and pupils from the 1940s onwards. We will re-create a 1950s school morning where boys and girls do different activities and you are not allowed to TALK!



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	vocabulary and techniques to convey information about the past	when my parents/carers were children, years, decades and centuries to describe the passing of time.	
<p>3. Holidays</p> <p>I can explore holidays in the past.</p> <p>I can compare similarities and differences to my holidays.</p>	<p>Investigate and interpret the past - This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p> <p>Understand chronology - This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.</p> <p>Communicate historically - This concept involves using historical vocabulary and techniques to convey information about the past.</p>	<p>when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Label time lines with words or phrases such as: past, present, older and newer. • Use dates where appropriate. • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. 	<ul style="list-style-type: none"> • Children will find an old diary entry from a child in the past explaining their day at the beach – steam train, Punch & Judy show, bathing machines etc. • Children will compare similarities and differences to their holidays today. • In Literacy, children will write their own diary entries from a trip to the seaside in the past.



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<p>4. Clothes, Hairstyles & Makeup</p> <p>I can identify fashion trends from different eras.</p> <p>I can create my own outfits.</p>	<p>Investigate and interpret the past - This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p> <p>Understand chronology - This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.</p> <p>Communicate historically - This concept involves using historical vocabulary and techniques to convey information about the past.</p>	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Use dates where appropriate. • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. 	<ul style="list-style-type: none"> • Identify different trends and fashions from photographs of different eras in the last 100 years. Put photographs on a timeline and write simple captions. • Watch a video to show the changes in makeup, clothing and hairstyles. • Invite parents or grandparents to send in photos of their favourite outfits from the past. • Children will design their own outfits inspired by different trends. • Dress up day at the end of the topic!
<p>5. Toys and Books</p> <p>I can discuss how toys have changed over time</p>	<p>Master techniques - This concept involves developing a skill set so that ideas may be communicated.</p>	<ul style="list-style-type: none"> • Painting – use thick and thin brushes. 	<ul style="list-style-type: none"> • Children will look at a variety of toys (pictures or real toys) and discuss how materials and technology have



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<p>and put them in chronological order.</p> <p>I can design and create my own wooden spoon puppet.</p>	<p>Master practical skills - This concept involves developing the skills needed to make high quality products.</p> <p>Design, make, evaluate and improve - This concept involves developing the process of design thinking and seeing design as a process.</p>	<ul style="list-style-type: none"> • Drawing - Colour (own work) neatly following the lines. • Materials - Cut materials safely using tools provided. Demonstrate a range of joining techniques • Design products that have a clear purpose and an intended user. 	<p>changed over time. They will decide what era each toy comes from.</p> <ul style="list-style-type: none"> • Produce a sketch using close observation for a toy from different eras. • Design and create your own wooden spoon puppet. • To understand how books and illustrations have changed over time, children will explore books from the past and discuss the themes, styles and trends. • Choose a favourite and replicate the illustrator's style using drawing or painting.
<p>6. Music</p> <p>I can listen to different music genres and say what I like and dislike.</p>	<p>Investigate and interpret the past - This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p>	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? 	<ul style="list-style-type: none"> • Children will investigate how our experience of music has changed over the last 50 years. • They will look into changes in our musical tastes, in the different styles of music and learning about famous musicians in the past.



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	<p>Communicate historically - This concept involves using historical vocabulary and techniques to convey information about the past.</p> <p>Describe music This concept involves appreciating the features and effectiveness of musical elements.</p>	<ul style="list-style-type: none">• Use artefacts, pictures, stories, online sources and databases to find out about the past.• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.• Identify the beat of a tune.• Recognise changes in timbre, dynamics and pitch.	<ul style="list-style-type: none">• They will listen to different styles of music and learn some lyrics.• Children will design their own musician, CD album cover or disco poster.
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