

**ADVENT TERM 2**

**HISTORY – Year 1 - Medium Term Planning – CHILDHOOD IN THE 1950S**

<b>LESSON 1</b>	<b>LESSON 2</b>	<b>LESSON 3</b>
<p><b>LEARNING INTENTION:</b> To know ‘the past’ refers to events happening before today (EYFS Retrieval)</p> <p>To know that a timeline is a display of events, people or objects in chronological order.</p> <p>Skills: Recognise the difference between past and present in their own lives. Depict on a timeline the sequence of a few objects and /or pieces of information</p> <p>Aim: To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>To gain and deploy a historically grounded understanding of abstract terms such as decade.</p>	<p><b>LEARNING INTENTION:</b> To know that in the 1950s family life was very important.</p> <p>Skills: Recognise the difference between past and present in their own lives.</p> <p>Aim: To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p>	<p><b>LEARNING INTENTION:</b> To know that there are similarities and differences between childhood toys since 1950s.</p> <p>Skills: Identify similarities and differences. Find answers to simple questions about the past using sources of information.</p> <p>Aim: To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed History.</p>
<p><b>Key Vocabulary:</b> timeline, chronological order, first, next, then, after that, finally</p>	<p><b>Key Vocabulary:</b> decade, past, present</p>	<p><b>Key Vocabulary:</b> old-fashioned, modern, matchbox toys, dolls, marbles, skipping, technology, popular, similarities, differences</p>
<p><b>Recap &amp; retrieval:</b> Recap EYFS:</p> <ul style="list-style-type: none"> <li>To know past means something that happened before today.</li> </ul>	<p><b>Recall &amp; retrieval:</b></p> <ul style="list-style-type: none"> <li>To know past means something that happened before today.</li> <li>A timeline is a display of events, people or objects in chronological order.</li> </ul>	<p><b>Recall &amp; retrieval:</b></p> <ul style="list-style-type: none"> <li>To know past means something that happened before today.</li> <li>A timeline is a display of events, people or objects in chronological order.</li> <li>Shops, homes, jobs and entertainment were different in the 1950s, which was a decade in the past.</li> </ul>

<p><b>Key Knowledge:</b></p> <p><b>Child:</b></p> <ul style="list-style-type: none"> <li>• A timeline is a display of events, people or objects in chronological order.</li> <li>• Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically.</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time</li> </ul>	<p><b>Key Knowledge:</b></p> <p><b>Child:</b></p> <ul style="list-style-type: none"> <li>• Shops, homes, jobs and entertainment were different in the 1950s, which was a decade in the past.</li> <li>• Supermarkets were still quite new in the 1950s.</li> <li>• Children left school to go to work when they were 15 years old.</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• The butcher's shop sold meat. The bakery sold bread. The greengrocer's shop sold fruit and vegetables. The grocer's shop sold fresh and tinned food. Sweet shops were very popular with children in the 1950s. Sweets were kept in jars and weighed out into paper bags by the shopkeeper.</li> <li>• A milkman delivered fresh milk in glass bottles every day. He collected the empty bottles the next day so they could be refilled with milk.</li> <li>• Many people listened to the radio in the 1950s. Televisions were small and the pictures were black and white. Many people went to the cinema in the 1950s. Children went to the cinema on Saturday mornings to watch cowboy films and cartoons.</li> <li>• Rock and roll music started in the 1950s. Teenagers liked rock and roll because it was different from any music they had heard before.</li> <li>• Children played out in the streets together because there wasn't much traffic on the roads. Board games like Scrabble were popular. Children also played with train sets and doll's houses.</li> </ul>	<p><b>Key Knowledge:</b></p> <p><b>Child:</b></p> <ul style="list-style-type: none"> <li>• Children from rich families played with clockwork train sets, toy soldiers, tea sets and rocking horses.</li> <li>• Children from poor families played with home made toys like peg dolls and wooden boats.</li> <li>• In the 1950s, lots more people started buying cars, so toy cars became very popular, especially matchbox toys.</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• In the 1970s lots of families had televisions at home. This meant that lots of toys were inspired by television shows such as The Wombles, Dr Who and Paddington Bear.</li> <li>• Snakes and ladders was a board game which everyone knew in the 1960s. The board was made up of squares and you would move up a ladder and down the snake.</li> <li>• The first lego, play-doh and Barbie dolls go on sale in the 1950s.</li> <li>• By the 1980s the first Nintendo games console is released.</li> <li>• In 2016, the first Wii console is available.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Washing machines, electric irons, hot water boilers and vacuum cleaners all became popular in the 1950s.</li> <li>• Many men worked in coal mines, factories and shipyards in the 1950s. These jobs were hard and dangerous.</li> <li>• Some women in the 1950s worked before they got married. They worked in factories, schools, hospitals and offices.</li> <li>• Children left school to go to work when they were 15 years old.</li> </ul>	
<p><b>Diversity Links:</b></p>	<p><b>Diversity Links:</b></p>	<p><b>Diversity Links:</b>  <u>Know that modern toys represent the diversity of children more than toys in the past.</u>  The first black Barbie and first Hispanic Barbie were released in 1980, allowing children to play with dolls that looked more like the women they knew in their own lives. In 2016, <a href="#">a wider range of diverse Barbies were released</a>, reflecting different skin tones, body shapes and hair texture. Use this as an example of how toy manufacturers are changing their toys to reflect more closely the children who play with them.</p>

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**HISTORY – Year 1 - Medium Term Planning – CHILDHOOD IN THE 1950S**

<b>LESSON 4</b>	<b>LESSON 5</b>	<b>LESSON 6</b>
<p><b>LEARNING INTENTION:</b> To know that children in 1950s spent time outdoors more than today.</p> <p><b>Skills:</b> Recognise the difference between past and present in their own lives.</p> <p><b>Aim:</b> To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p>	<p><b>LEARNING INTENTION:</b> To know that the coronation of Queen Elizabeth II was a significant event in the 1950s.</p> <p><b>Skills:</b> Consider one reason why an event or person might be significant.</p> <p><b>Aim:</b> To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p>	<p><b>LEARNING INTENTION:</b> To know that there are similarities and differences between school today and in the 1950s.</p> <p><b>Skills:</b> Identify a few similarities and differences occurring within a particular unit of study.</p> <p>Identify a few changes occurring within a particular unit of study.</p> <p><b>Aim:</b> To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p>
<p><b>Key Vocabulary:</b> hopscotch, ink pen, ink well, pinafore, suit, ring-a-ring o’roses, overcoats, satchel, primary, secondary, source</p>	<p><b>Key Vocabulary:</b> monarch, coronation, significant, event</p>	<p><b>Key Vocabulary:</b> Past, present, legacy, similarities, differences, childhood</p>
<p><b>Recall &amp; retrieval:</b></p> <ul style="list-style-type: none"> <li>To know past means something that happened before today.</li> <li>A timeline is a display of events, people or objects in chronological order.</li> <li>Shops, homes, jobs and entertainment were different in the 1950s, which was a decade in the past.</li> <li>In the 1950s, lots more people started buying cars, so toy cars became very popular, especially matchbox toys.</li> </ul>	<p><b>Recall &amp; retrieval:</b></p> <ul style="list-style-type: none"> <li>To know past means something that happened before today.</li> <li>A timeline is a display of events, people or objects in chronological order.</li> <li>Shops, homes, jobs and entertainment were different in the 1950s, which was a decade in the past.</li> <li>In the 1950s, lots more people started buying cars, so toy cars became very popular, especially matchbox toys.</li> </ul>	<p><b>Recall &amp; retrieval:</b></p> <ul style="list-style-type: none"> <li>To know past means something that happened before today.</li> <li>A timeline is a display of events, people or objects in chronological order.</li> <li>Shops, homes, jobs and entertainment were different in the 1950s, which was a decade in the past.</li> <li>In the 1950s, lots more people started buying cars, so toy cars became very popular, especially matchbox toys.</li> </ul>

	<ul style="list-style-type: none"> <li>In the 1950s children played games outside more.</li> </ul>	<ul style="list-style-type: none"> <li>The coronation of Queen Elizabeth II took place on 2nd June 1953 at Westminster Abbey, London.</li> </ul>
<p><b>Key Knowledge:</b></p> <p><b>Child:</b></p> <ul style="list-style-type: none"> <li>In the 1950s children played games outside more.</li> <li>They wore more formal clothes.</li> <li>Lots of new toys came to Britain at this time and were very popular, including skipping ropes, hula hoops, pedal cars.</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>Children would play unsupervised out in the streets playing games like hopscotch, marbles and riding bikes.</li> <li>Families would sit together to watch tv or listen to the radio and eat their meals together.</li> <li>Children would spend their pocket money at sweet shops on bagged sweets that were weighed.</li> </ul>	<p><b>Key Knowledge:</b></p> <p><b>Child:</b></p> <ul style="list-style-type: none"> <li>The coronation of Queen Elizabeth II took place on 2nd June 1953 at Westminster Abbey, London.</li> <li>This marked the start of her reign as a monarch.</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>Queen Elizabeth came to the throne after the death of her father King George VI.</li> <li>She was only 25 years old when she became queen.</li> <li>27 million people in the UK (out of the 36 million population) watched the ceremony on television and 11 million listened on the radio.</li> <li>She had only been married for 5 years when she took the throne.</li> <li>Her eldest child is now King Charles III after her death in 2022.</li> <li>She was the longest reigning monarch in British history and reigned for 70 years.</li> </ul>	<p><b>Key Knowledge:</b></p> <p><b>Child:</b></p> <ul style="list-style-type: none"> <li>Children would use ink pens and sit at wooden single desks at school in plain classrooms.</li> <li>Reading, writing and arithmetic (the Three 'R's) were very important.</li> <li>Times tables were learnt by chanting aloud in class.</li> <li>Poetry would be learnt by heart for homework.</li> <li>Neat hand writing was seen as very important and practised daily.</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>Children would play unsupervised out in the streets playing games like hopscotch, marbles and riding bikes.</li> <li>Children would wear smart clothes (girls wearing pinafore dresses and boys smart suits).</li> <li>Nature study was popular and often the only science taught at primary school, with children being asked to bring in things such as leaves and seeds for the teacher to identify and then to use later in art and craft work.</li> <li>There was also a strong sense of being British; of dancing around the maypole for May Day, singing traditional folk songs and learning about the history, geography, flora and fauna of Britain and the Commonwealth.</li> </ul>
<p><b>Diversity Links:</b></p>	<p><b>Diversity Links:</b> 29 nations and territories were officially represented at the Coronation service.</p>	<p><b>Diversity Links:</b></p>
<p><b>Assessment</b> Cumulative Quiz. Retrieval Practice.</p>		