



# My Family History

## Knowing More, Remembering More

### Remembering previous learning

In Reception, children will have experienced:

- ❖ Talk about members of their immediate family and community.
- ❖ Comment on images of familiar situations in the past.
- ❖ Learn new vocabulary.
- ❖ Understand the past through settings, characters and events encountered in books read in class and storytelling.

## Historical Figures:



Our grandparents or other elderly relatives or family friends.

## In this unit children will...

- ❖ Identify and describe similarities and differences between their own childhood and a grandparent's childhood.
- ❖ Identify and describe similarities and differences between their home and a home in the 1950s/1960s.
- ❖ Identify and describe similarities and differences between the toys they play with now and toys played with in the 1950s/1960s.
- ❖ Identify and describe similarities and differences between today and those when their grandparent was a child.
- ❖ Identify and describe similarities and differences between their own experience of school and their grandparent's experience of school.
- ❖ Use their knowledge of Grandad's school to describe their own school.

## We will practise these skills:

- ❖ Develop an awareness of the past.
- ❖ Know where the people and events they study fit into the historical framework.
- ❖ Identify similarities and differences between ways of life in different periods.
- ❖ Use a wide vocabulary of everyday historical terms.
- ❖ Ask and answer questions, choosing parts of sources to show that they know and understand key features.
- ❖ Understand some of the ways in which we find out about the past.
- ❖ Identify different ways in which it is represented.

## Key vocabulary:

Same, different, compare, before, after, past, now, timeline, 20th century, 1950s, 1960s, 21st century, grandparent, object/artefact, modern, old, terraced, flats, bungalow, semi-detached, inventions, materials, condition, classify, locality, shopping, shopkeeper, grocer, greengrocer, tobacconist, market, rationing, punishments, rote, 3Rs (Reading, wRiting and aRithmetic), school, chalk board, dip pen, ink.

## Knowing More, Remembering More

### Knowing more in Y1

- What were some of the differences and similarities between your childhood and your grandparent's childhood? Similarities regarding family time, school activities and hobbies. Differences regarding school, technology, and entertainment. For example, there were no streaming services or video games. They listened to the radio, watched black-and-white TV shows, and read books for fun.

How were homes like in the 1950s and 1960s, and how are they different from our homes today? Some homes will lack central heating, double-glazing and bathrooms. Some may have used materials and finishes regarding the comfort and convenience in modern homes.

What toys were popular in the 1950s and 1960s, and how are they different from today's toys? Popular toys included cars, dolls, board games and card games. Toys were often homemade. In the mid-1950s, people began to have more money, and toys were more widely produced. New materials began to be used, such as plastic and washable fabrics. Toys often had a link to popular TV shows and films. New toys often have electronic parts, for example, video games and interactive toys.

- What are some similarities and differences between shops today and when our grandparents were children, and why have these changes happened? In the 1950s and early 1960s, shopping tended to be done daily at the local shops, although there were also weekly delivery vans for things like tea, soft drinks ('pop') and visits from a butcher and fishmonger. In the grocer's shop, people bought things like tea, sugar and biscuits loose, rather than pre-packaged. We now have supermarkets and the development of household equipment like fridges and freezers means that food can be stored for longer periods of time, meaning less frequent visits to the shop. How we pay in shops is also different. We can use credit cards, bank cards, cheques, etc. as well as cash. Recently, we have started to use contactless payments.

- What was Grandad's school like, and what are some similarities and differences between my school and Grandad's school? Grandad's school had chalkboards and wooden desks. We have computers and smartboards. Grandad's school had strict rules, but we have more technology and fun activities.

## Living memory

1900

1925

1950

1975

2000