

Unit 2 What were homes like a long time ago?

ABOUT THE UNIT

This unit looks at similarities and differences between homes today and homes in the past. Features of buildings, household objects and stories about home life are used to enable children to develop criteria to distinguish old from new, and to learn about life at a time beyond living memory.

WHERE THE UNIT FITS IN

This unit builds on Unit 1 by introducing children to an aspect of the past beyond living memory. Children use pictures and artefacts to help them answer questions about the past, and are introduced to the idea of buildings as a source of information about the past.

PRIOR LEARNING

It is helpful if the children have:

- used a story to talk about the past
- used time-related vocabulary, eg *before, after, long ago, year, old, new*

VOCABULARY

In this unit, children will have opportunities to use:

- names of different types of homes, eg *caravan, bungalow, terraced house, flat*
- names of architectural features, eg *sash windows, chimneys*
- names of unfamiliar household furniture and objects, eg *washstand, range, trivet, companion set*
- time-related vocabulary, eg *new, old, older, oldest, long ago, modern, when parents/carers were young, when grandparents were young*

RESOURCES

- a class time line
- a picture pack or story book with pictures illustrating home life in a time beyond living memory
- a selection of Victorian or Edwardian household objects, eg *candle holder, candle, lavatory chain, jug, bowl, towel stand, picture frame, paperweight, pen-and-pencil set, ink stand, Victorian game, companion set*

EXPECTATIONS

at the end of this unit

most children will:

identify features of homes today and at a time before living memory; recognise household objects from the past and present; know how the objects were used and in which room they belonged; handle, observe and draw the objects in order to find out about them; use appropriate language when talking, writing and role playing

some children will not have made so much progress and will:

identify some characteristics of homes and home life; talk about their own homes; describe and handle household objects of the past

some children will have progressed further and will:

make comparisons across the time periods; identify and describe a range of different features of modern homes and homes built a long time ago; compare home life now and in the past beyond living memory; explain why people from different societies live in different styles of homes

LEARNING OBJECTIVES

CHILDREN SHOULD LEARN

- that people live in different sorts of homes
 - to talk about homes using appropriate vocabulary
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- to recognise common external features of domestic dwellings
 - to record their observations appropriately
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- to identify the key features of a home built a long time ago
 - to identify differences between two homes built at different times
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- to recognise different rooms and household objects from a long time ago
 - to describe the characteristics of household objects from a long time ago
-
- how to answer questions about household objects used a long time ago
 - to make inferences about aspects of home life a long time ago
-
- to apply their knowledge and understanding of home life a long time ago
 - to communicate, through role play what they have learnt about home life

POSSIBLE TEACHING ACTIVITIES

What sorts of homes do people live in today?

Show the children pictures of different sorts of homes. *Which are like your home? Which are different?* Encourage them to talk about homes they are familiar with. *Why do people live in different sorts of homes?* Select children to place the correct labels on the pictures of different types of homes.

What can we find out from the outside of homes?

Take the children to look at homes near the school. Help them to recognise common features by asking them to look for what is the same and what is different about the homes. Encourage them to talk about what the homes are built from, details of the windows, doors, chimneys, etc.

Ask the children to draw one of the homes, showing everything they can recognise.

On their return to school, ask the children to improve their drawing and to include all the key features.

How were homes long ago different from homes today?

Show the children a large picture of a Victorian or Edwardian home. Tell them they are going to find out about the sorts of homes people lived in a long time ago. Using the knowledge they have developed through the previous activity, ask the children to identify the key features they can see. *What is different about this home from modern homes? Is it made from the same material? Are the windows the same shape? How do they open and close? What is different about the front door?*

Ask the children to draw the home showing clearly all the things they noticed that are different from the other home they drew. Agree with the children the heading(s) or caption(s) they should give the two drawings of homes.

What would we find inside people's homes a long time ago?

Read the children a story set in a Victorian or Edwardian home and show them pictures of different rooms in the home. Ask them to identify each room using the furniture and household objects as clues.

Encourage the children to notice and describe as many objects as they can in each picture. Ask them to use their knowledge about their own homes to identify those objects in the picture that are the same as today's, those that are different but recognisable, and those they do not know anything about.

Use the children's suggestions and ideas to develop a word bank of new nouns and adjectives.

What can we find out about Victorian or Edwardian times from looking at household objects?

Give the children Victorian or Edwardian household objects to feel, smell, weigh and speak about. Using one of the objects, work with the children to develop a set of questions to ask. *Is it heavy or light? Has it been painted? Is it decorated? What is it made of? What is it? How do we know it is old? What was it used for? Where would it be used? What do we use today?*

Discuss with the children how the objects would have been used, *eg that a flat-iron had to be heated on a stove before being used to iron.*

How can we turn the 'home corner' into a bathroom, kitchen or living room from a long time ago?

Ask the children to help you transform the home corner. Encourage them to use all the information they have, *eg pictures of rooms, their drawings of homes and objects. What sort of window do we need? How should the room be lit? What sort of heating should there be? What objects would you find there?*

With the children's help, make a plan of the home corner. Ask them to select appropriate objects and place them in the home corner. Talk about what it would have been like to live in that room in the past. Encourage the children to role-play using the objects.

LEARNING OUTCOMES

CHILDREN

- recognise and name different types of homes
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- identify key external features common to homes, *eg windows, doors, chimneys*
 - describe and draw details of different features of a home
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- describe the features of a home built a long time ago
 - identify some differences between two homes built at different times
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- identify the rooms in a home from long ago
 - describe, using appropriate vocabulary, features, furniture and household objects from homes from long ago
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- describe the characteristics of a household object from long ago
 - use clues to infer the use of the object
 - talk about aspects of home life long ago
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- become familiar with key features of a room in a home long ago
 - show understanding of an aspect of home life in the past through role-play
 - use language related to the past and to home life

POINTS TO NOTE

The purpose of this activity is to provide opportunities for children to appreciate the diversity of homes that people live in today, so that they can use this knowledge as a basis for comparisons with the past.

The location of the school will determine the type of home that can be used for this activity. Homes built in the last 20 years would be most appropriate.

This activity provides opportunities to make links with Unit 1D 'Homes' from the QCA design and technology scheme of work, and with Unit 1 'Around our school – the local area' from the QCA geography scheme of work.

If the school is near areas of recent and Victorian or Edwardian (or even earlier) housing, then the children could combine this activity and the previous one and compare the housing by direct observation.

English Heritage has produced publications that support teachers in their work on the local area.

A class display of pictures of Victorian or Edwardian homes could provide a useful point of reference for this activity and those that follow.

Museum education services may be able to supply objects for classroom work. Replicas are often available for purchase. A letter home to parents, visits to car boot sales or second-hand shops may help to boost the collection of household objects.

This activity provides opportunities to make links with Unit 1A 'Ourselves' from the QCA science scheme of work.

There are many displays of home life of previous generations in local museums. A visit would provide an appropriate introduction or ending to this unit.

The home corner could be set up like this for children to play in over a period of time. This would provide opportunities for them to develop and consolidate their understanding.

This activity is likely to work well if the children have had experience of a museum visit during which they role-played life in Victorian or Edwardian times.

This activity provides opportunities to make links with Unit 1C 'Sorting and using materials' from the QCA science scheme of work.



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