

# Unit 9 School

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*LCP*

# History

## Resource File Foundation Stage

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# Introduction

## The importance of history

As part of the Foundation Stage's **Knowledge and understanding of the world** area of learning, children must begin to develop a sense of time, becoming aware of past and present events in their own lives, and in the lives of other people they know. This knowledge of their personal histories leads children to develop a curiosity about the world around them. Before studying history, however, children must learn to differentiate between past and present. This can be taught in simple ways, for example, instilling awareness of the difference between 'now' and 'when I was a baby'. Children also need to be aware of chronology – to know that 'a long time ago' was before 'yesterday', for example. Another helpful way in which we can provide a good foundation for learning is to teach children about the seasons.

Teaching young children these very basic skills will prepare them for learning about history at Key Stage 1, as they develop a good sense of the passing of time and what it signifies.

## How to use this file

This Foundation Stage file is based on the **Sense of time** early learning goal, as identified in the QCA's *Planning for learning in the Foundation Stage*. It is designed to facilitate the transition between the Foundation Stage and the Key Stage 1 history curriculum. While many of the activity sheets might be best suited for use with Reception children, the activities are suitable, or easily adaptable, for use with any Foundation Stage group.

The file upholds the philosophy of the Foundation Stage. It is underpinned by the principles of the *Curriculum guidance for the Foundation Stage (QCA 2000)* whilst at the same time covering many of the elements of the *QCA Foundation Stage profile*. It also provides links to the National Curriculum Key Stage 1 objectives in history and the QCA Key Stage 1 Scheme of Work for history. The activities in the units reflect how young children learn through active exploratory and practical experiences.

The units covered in this file link to themes often covered during Reception (The topic 'Toys' is covered in *LCP History Resource File KS1*). The activities can be integrated into other activities that the children may be doing on that theme. They are designed specifically to develop the children's sense of time, and they provide an excellent foundation for the Key Stage 1 history curriculum, particularly Key Stage 1, Level 1:

*Pupils recognise the distinction between present and past in their own and other people's lives. They show their emerging sense of chronology by placing a few events and objects in order, and by using everyday terms about the passing of time. They know and recount episodes from stories about the past. They find answers to some simple questions about the past from sources of information.*

This file combines planning, assessment, and a range of relevant activities for each unit. The group sizes for the activities will depend on your knowledge of the children. Some of the activities within the file are suitable for use with a smaller number of children and others can be carried out with the whole group.

### Each unit contains the following sections:

- Foundation stage profile points;
- stepping stones;
- links to the KS1 history curriculum;
- other KS1 cross-curricular links;
- learning objectives;
- learning outcomes;
- resources;
- vocabulary;
- practical activities;
- plenary;
- role-play opportunities;
- suggestions for working outside;
- suggested additional resources, including ICT links, with a drag-and-drop activity;
- assessment opportunities;
- evaluation.

Each unit ends with a number of photocopiable activities, to be used throughout the unit. These are carefully differentiated for age and ability; 'a' sheets are for younger or less able children, 'b' sheets are for children working at the expected level, and 'c' sheets are for older or more able children.

In order for EAL children to access the materials, it may be necessary to arrange a mother-tongue discussion between them and a native speaker before beginning work on each unit.

## Resources

In each unit, resources are listed before the practical activities at the beginning of each one, and additional, optional resources (such as music, books and ICT) are listed at the end.

The list of suggested books at the end of each unit is not exhaustive, and you will no doubt have your own favourites to add. All the recommended books can be found in high-street bookshops, libraries or via the Internet. Most of the rhymes suggested are traditional. You may choose to use your own relevant favourite rhymes.


The suggested works of art and music link with the themes covered; they can be integrated into the teaching in the unit or used to provide an enriched visual and auditory environment for the children. Once again, you may have your own favourite paintings or music. The music suggested could be used as a background to the physical activities, as an introduction to the theme, or could be played to encourage quiet reflection.

**Many of the songs and musical rhymes can be found in the following publications:**

- *Okki Tokki Unga; Action Songs for Children* (A&C Black)
- *Apusskidu: Songs for Children* (A&C Black)
- *The Tinder Box* (A&C Black)
- *Bobby Shaftoe, Clap your Hands* by Sue Nichols (A&C Black)

Throughout the file, there are suggested links to web-based visual resources, which are ideal for displaying on an interactive whiteboard. It is not unknown for unscrupulous individuals or organisations to place highly unsuitable material on websites to which children might have access. It is therefore essential that teachers check the contents of websites before allowing the children access to them. Although we have tried to suggest reliable sources, websites can sometimes be removed or have their addresses changed. LCP cannot be held responsible for websites that are removed, or change their addresses, nor for the content of websites.

On the CD-ROM, there is one simple sorting activity for each of the 12 units. These activities are designed to reinforce the differences between now and then, and would be best undertaken by children at the end of each unit as a consolidation of work undertaken. The activities are designed to be suitable for independent use, but some children will require further support.

It would be helpful, in many of the activities, for children to have access to a digital camera – this will reinforce their sense of chronology, and create useful mementos of the activities. Where you will need a digital camera, this icon is used: 

## LCP History Resource File Foundation Stage CDs

A CD-ROM contains the 12 sorting activities, which are designed to consolidate children's learning. The units and medium-term plans, and the Foundation stage profile, are also available on the CD in Microsoft® Word format, as well as the Flipbook, perfect for projection on to an interactive whiteboard. Units and medium-term plans can be customised according to the way you use the *LCP History Resource File Foundation Stage* in your own setting. On a second CD, The Foundation Stage Audio CD, there are 24 simple songs and rhymes. Some are traditional, and others have been specially written for this resource.

## Flipbook

A 20-page, full-colour flipbook accompanies the file, and is also available on the CD-ROM. This is an ideal resource for teaching your whole group.

## Health and safety

Health and safety may sometimes be an issue – during food preparation, visits out and so on. In these instances, this icon is used as an indicator: ⚠

Where visits out are suggested, it is essential that a full risk assessment is completed prior to each visit. A template for risk assessments has been provided among the Appendices. However, it is important that you follow the health and safety policy of your own setting, since it is the responsibility of all practitioners working with children to ensure their safety at all times.

It is obviously essential to gain permission every time you wish to take children on a visit out of your school setting. It is also important to ensure that you have some basic information about all of the children in your setting, particularly if you intend to take them on visits. When any child enters your setting, ensure that you have contact details for a parent or carer, and that you have an alternative emergency contact. Make sure that you know the name and address of the family doctor, and that you have obtained parental consent for medical treatment to be given in the case of an emergency. Be aware of any existing medical conditions or allergies, and ascertain whether children have received tetanus injections. Once you have this information, it should be acceptable to send out a simple request for permission for individual visits, such as the one provided in the Appendices.

## Foundation stage profile

Throughout the *LCP History Resource File Foundation Stage*, we refer to the Foundation stage profile's key scale points by abbreviations. The abbreviations used are as follows:

**DA** – Dispositions and attitudes (*Personal, social and emotional development*)

**SD** – Social development (*Personal, social and emotional development*)

**ED** – Emotional development (*Personal, social and emotional development*)

**LCT** – Language for communication and thinking (*Communication, language and literacy*)

**LSL** – Linking sounds and letters (*Communication, language and literacy*)

**R** – Reading (*Communication, language and literacy*)

**W** – Writing (*Communication, language and literacy*)

**NLC** – Numbers as labels and for counting (*Mathematical development*)

**C** – Calculating (*Mathematical development*)

**SSM** – Shape, space and measures (*Mathematical development*)

**KUW** – Knowledge and understanding of the world

**PD** – Physical development

**CD** – Creative development

# School *Medium-term plan*

## Expectations

<p><b>At the end of the unit, most children will:</b></p> <ul style="list-style-type: none"> <li>find out about past and present events in their own lives and in those of their families and other people they know.</li> </ul>	<p><b>Some children will not have made so much progress and will:</b></p> <ul style="list-style-type: none"> <li>find out about past and present events in their own lives.</li> </ul>	<p><b>Some children will have progressed further and will:</b></p> <ul style="list-style-type: none"> <li>place events, people and changes into correct periods of time;</li> <li>use dates and vocabulary relating to the passing of time;</li> <li>ask and answer questions and select and record information relevant to the focus of enquiry;</li> <li>recall, select and organise historical information.</li> </ul>
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## Key question Do you know the differences between school today and school in the past?

Learning objectives	FS profile	KS1 PoS	Stepping stones	Teaching & learning suggestions	Learning outcomes	KS1 cross-curricular links	Assessment opportunities
<p>Children learn to:</p> <ul style="list-style-type: none"> <li>sequence the events in a school day;</li> <li>sequence a visit to a Victorian classroom;</li> <li>recognise the differences between going to school today and going to school in the past;</li> <li>use the vocabulary of time in discussions.</li> </ul>	<p><b>DA</b> 6, 7, 8 <b>ED</b> 4, 5, 6 <b>LCT</b> 4, 5, 6, 7, 8 <b>W</b> 4, 5, 6, 7, 8 <b>NLC</b> 4, 5, 6, 7 <b>KUW</b> 4, 6, 7 <b>PD</b> 4, 5 <b>CD</b> 7, 8</p>	<p><b>1a</b> <b>1b</b> <b>2b</b> <b>4a</b> <b>4b</b> <b>5a</b></p>	<p><b>Step 1</b> Talks about their first day at school. <b>Step 2</b> Shows interest in what school was like for people in their families. <b>Step 3</b> Shows some evidence of emerging sense of chronology relating to when they started school and what school was like in the past for others. <b>Step 4 (goal)</b> Shows evidence of emerging sense of chronology, can sequence school now and then, and uses everyday terms for the passing of time.</p>	<p>Children:</p> <ul style="list-style-type: none"> <li>discuss their own experience of coming to school;</li> <li>make their own observations about their school day and their classroom;</li> <li>sequence the activities in their school day;</li> <li>visit a location with a schoolroom from the past;</li> <li>make their own observations about classrooms now and then;</li> <li>match photographs of schoolroom objects from the past;</li> <li>sequence the activities on their visit out;</li> <li>contribute to a class book of their visit;</li> <li>discuss with an appropriate adult what going to school was like in the past;</li> <li>use simple ICT activities to consolidate learning;</li> <li>recreate role-play experiences;</li> <li>use song, rhyme and music to explore schools in the past.</li> </ul>	<p>Children:</p> <ul style="list-style-type: none"> <li>sequence the events in a school day and on a visit out;</li> <li>speak about and recognise the differences between schools now and in the past.</li> </ul>	<p><b>Art and design</b> Exploring and developing ideas, 1a <b>Citizenship</b> Preparing to play an active role as citizens <b>English</b> En1: Speaking and listening, 1, 2; Group discussion and interaction, 3 <b>ICT</b> Finding things out, 1a, b; Sharing information, 3 <b>Mathematics</b> Ma1: Using and applying number, 1e, g; Breadth of study, 1b; NNS: Use everyday words to describe position; Say and use the number names in order in familiar contexts <b>Science</b> Breadth of study, 2b; Health and safety</p>	<p>Can the children:</p> <ul style="list-style-type: none"> <li>use the vocabulary of time in discussions?</li> <li>sequence the events of a school day?</li> <li>ask questions about schools long ago?</li> <li>compare and contrast schools today and schools in the past?</li> <li>take simple photographs using the digital cameras?</li> <li>make a simple record of their visit?</li> <li>use their knowledge in a role-play situation?</li> <li>understand the need for simple rules and codes of behaviour?</li> <li>use language to recreate their experience?</li> <li>listen with enjoyment to relevant stories, songs rhymes and poems?</li> <li>communicate through phrases and simple sentences?</li> <li>use number to assist in the understanding of time?</li> <li>consolidate their learning with a simple ICT activity?</li> </ul>

# School

## Unit overview

The children begin to compare their experiences or knowledge of school with those of children in the past. It is recommended that this unit is completed in the summer term.

## Foundation stage profile

**DA** 6, 7, 8 **ED** 4, 5, 6 **LCT** 4, 5, 6, 7, 8 **W** 4, 5, 6, 7, 8 **NLC** 4, 5, 6, 7 **KUW** 4, 6, 7 **PD** 4, 5 **CD** 7, 8

## Stepping stones

### Step 1

Remember and talk about significant things that have happened to them

*Talks about their first day at school.*

### Step 2

Show interest in lives of people familiar to them

*Shows interest in what school was like for people in their families.*

### Step 3

Begin to differentiate between past and present

*Shows some evidence of emerging sense of chronology relating to when they started school and what school was like in the past for others.*

### Step 4 (goal)

Find out about the past and present events in their own lives and those of their families and other people they know

*Shows evidence of emerging sense of chronology, can sequence school now and then, and uses everyday terms for the passing of time.*

## Links to KS1 History

### Children should be taught to:

**1a** place events, and objects in chronological order;

**1b** use common words and phrases relating to the passing of time (for example, before, after, a long time ago, past);

**2b** identify differences between ways of life at different times;

**4a** find out about the past from a range of sources of information (for example, stories, eyewitness accounts, pictures and photographs, artefacts, historic buildings and visits to museums, galleries and sites, the use of ICT-based sources);

**4b** ask and answer questions about the past;

**5a** select from their knowledge of history and communicate it in a variety of ways (for example, talking, writing, using ICT).



## KS1 cross-curricular links

**Art and design:** Exploring and developing ideas, 1a

**Citizenship:** Preparing to play an active role as citizens

**English:** En1: Speaking and listening, 1, 2; Group discussion and interaction, 3

**ICT:** Finding things out, 1a, b; Sharing information, 3

**Mathematics:** Ma1: Using and applying number, 1e, g; Breadth of study, 1b; NNS, Use everyday words to describe position; Say and use the number names in order in familiar contexts

**Science:** Breadth of study, 2b; Health and safety

## Learning objectives

### Children learn to:

- sequence the events in a school day;
- sequence a visit to a Victorian classroom;
- recognise the differences between going to school today and going to school in the past;
- use the vocabulary of time in discussions.

## Learning outcomes

### Children:

- sequence the events in a school day and on a visit out;
- speak about and recognise the differences between schools now and in the past.

## Resources

- A4 exercise book with unlined pages
- **Activity sheet AS 9.1** *In the wrong place*
- **Activity sheet AS 9.2** *Helping children on a visit*
- **Activity sheet AS 9.3** *Snap!*
- **Activity sheet AS 9.4** *Slate pictures*
- **Activity sheets AS 9.5a/b** *Handwriting practice*
- **Activity sheet AS 9.6** *Clothes for school*
- additional adult help
- analogue clock
- black sugar-paper
- CD player
- crayons
- digital camera

continued...

## Resources (continued)

- flashcards of relevant vocabulary
- **Flipbook, pages 13 and 14**
- glue
- **History Foundation Stage Audio CD**, track 19
- pencils
- **Permission letter** (Appendices)
- **Risk assessment form** (Appendices)
- scissors
- thin card

## Vocabulary

abacus; bell; clothes; collar; long ago; march; modern; now; pen; pinafore; school; schoolroom; slate; then; Victorian

## Practical activities

### **Introductory activity**

**Resources:** digital camera; printer; thin card

Introduce this topic by telling the children that they are going to be thinking about schools today and schools long ago.

Start the day by taking a photograph of the children as they come in.

Discuss with the class all the things that they do during a day.

On the board, make a list of these things. Choose a time during the day when these things are going on and get one of the children to take a digital picture. Help the children to record at what time it was taken.

The photographs need to be printed on to thin card with a space for the time left below.

### **Time line**

**Resources:** analogue clock/the Ambleside clock, [www.amblesideprimary.com/ambleweb/mentalmaths/clock.html](http://www.amblesideprimary.com/ambleweb/mentalmaths/clock.html); photographs from previous activity

Use the photographs and the timings from the previous activity to put together a class time line of what the children do in a day in their setting. This time line can be then pegged up on a washing line. The Ambleside clock may be useful for this activity. It can be used on an interactive whiteboard or data projector.

Once the time line is in place, it can be used by individuals or groups for time-lining activities, which can be differentiated by the number of activities sequenced.

 **In this room** 

**Resources:** CD player; digital camera; blank cards to write vocabulary; suitable music, such as *Pomp and Circumstance* by Edward Elgar; thin card

Discuss with the children all the things that they have in their setting, and take photographs of them. Write down on cards the items that the children have photographed.

Gather a maximum of six children into a circle and play the 'In this room...' game. Start the game by asking the children to pass around a ruler while the music plays. When the music stops, ask the child who has the ruler to say *In this room we have...* They should then hold up that image and card and place it in the middle of the circle. Continue this game so that each child in turn has to list all the items in the middle of the circle; *In this room we have a ... a ... a ... and a ...*

Where appropriate, the whole group can list the items together.

 **Our setting**

**Resources:** A4 paper; crayons; pencils; vocabulary cards from the previous lesson

Give children a sheet of paper and ask them to draw pictures of the things that they have in their setting. If appropriate, they can write the names of the objects. Place the vocabulary cards on the table to help the children with their writing.

 **In a classroom long ago**

**Resources:** Flipbook, page 13

Show the children **Flipbook, page 13**. Discuss the things that they can see in the picture. Write unfamiliar vocabulary on the board. Encourage the children to discuss the differences between the Victorian classroom and their classroom/setting today.

 **In the wrong place**

**Resources:** Flipbook, page 13; Activity sheet AS 9.1 *In the wrong place*

Ask the children to work in talking partners. Show them **Flipbook page 13**, a Victorian schoolroom. Give out **Activity sheet AS 9.1 *In the wrong place***. Explain that four things in the picture do not belong in a classroom from the past. Ask the children to talk about the picture with their talking partner and then to put a circle around the modern things that should not be there.

## Our visit

**Resources:** **Activity sheet AS 9.2** *Helping children on a visit*, one copy for each adult helper; additional adult help; digital camera, **Permission letter** (Appendices); **Risk assessment form** (Appendices)

Prior to the visit:

- risk-assess the location and activities (using the form provided);
- arrange travel;
- send a permission letter to parents/carers (for example, the permission letter provided) and ensure that you receive replies;
- arrange sufficient adult help;
- arrange for use of the school's digital cameras.

### **On the day**

Welcome parental help. Identify the children they will be responsible for, explaining the activity and learning objectives. Give each adult helper a copy of **Activity sheet AS 9.2** *Helping children on a visit*.

Where possible, take the children on a visit out to museum where they have the opportunity to see a schoolroom from the past. If the opportunity is there, you may wish to let the children experience a schoolroom session. This needs to be handled with great sensitivity, as the experience can be overwhelming for young children who are not yet at school or have been there for only a short time. If you decide that it is appropriate for your group, it is important to explain that they are pretending and that they are going to have fun. Document the visit with a digital camera. Where possible, encourage the children to take their own photographs.

## After the visit

**Resources:** A4 exercise book with unlined pages; A4 paper; digital photographs and drawings from the visit; flashcards of relevant vocabulary

Discuss and then sequence the events of the visit. Make a list of various stages, for example, the journey, arriving at the museum, in the schoolroom, schoolroom activities and so on. Write these on cards. These can be used as word banks for the next activity

Make a book of the visit. Each child should contribute a page, to include digital photographs and drawings sequencing the visit, and any work that the children did during the visit. Allow the children an opportunity to express their opinion on the visit, saying what they liked and what they did not like.

## A special visitor

Invite in two parents or grandparents to talk about what school was like for them in the past. Where possible, encourage your speaker to bring in photographs and objects to show the children. Prior to the visit, work with the children to decide the questions that they would like to ask. Write these questions down and give them to your visitor before they come into school. The questions can be constructed to make direct comparisons between now and then, for example: *Today we start our day with a register. What did you do when you were little?*

 **Snap!**

**Resources:** Activity sheet AS 9.3 *Snap!*; six A4 sheets of thin card

Photocopy **Activity sheet AS 9.3 *Snap!*** six times on to thin card, then cut out and laminate the cards. You can then use them in many different ways, including Snap, Pelmanism (pairs). You could also play a 'Find me the number' game, by placing all cards face up on the table, throwing a six-sided dice, recording the number thrown, and asking children to find that number of the object. More able children can play Pelmanism and 'Find me the number' against a timer.

 **Drawing on slates**

**Resources:** Activity sheet AS 9.4 *Slate pictures*, one laminated copy for each pair of children; black sugar-paper for each child; chalk

Give the children a black sugar-paper 'slate' each, and give a copy of **Activity sheet AS 9.4 *Slate pictures*** to each pair of children. Tell them that long ago children could not choose what to draw – they had to copy. Ask the children to try to copy one of the drawings on to the slates.

 **Handwriting practice**

**Resources:** Activity sheets AS 9.5a/b *Handwriting practice*; pencils; rubbers; sand; tray

Give out differentiated **Activity sheets AS 9.5a/b *Handwriting practice***. The 'a' sheet has single letters for the children to copy. The 'b' sheet has a word for the children to copy. If children do not have good pencil control, provide them with a sand tray in which they can form letters with their fingers. Explain that children long ago had to practise writing their letters just like that. They would copy out the same letter over and over again. Sometimes they would practise their letter shapes in a sand tray, sometimes they would write them on their slates and sometimes they would write them in ink with a pen.

 **The Grand old Duke of York**

**Resources:** CD player; **History Foundation Stage Audio CD**, track 19

Explain to the children that in Victorian times children would march around the playground. Teach the children the rhyme 'The Grand Old Duke of York' by playing track 18 of the **History Foundation Stage Audio CD**. You could march the children around the playground singing the rhyme.

**The Grand Old Duke of York**

The Grand Old Duke of York,  
He had ten thousand men.  
He marched them up to the top of the hill,  
And he marched them down again.  
And when they were up, they were up.  
And when they were down, they were down.  
And when they were only halfway up,  
They were neither up nor down.

## Clothes we wear for school

**Resources:** Activity sheet **AS 9.6** *Clothes for school*; Flipbook, page 14; glue; scissors

Discuss with the children the clothes that they wear for school. Show the children **Flipbook, page 14** (a picture of schoolchildren now and then).

Give out activity sheet **Activity sheet AS 9.6** *Clothes for school*. Ask the children to cut out the pictures and decide which pictures were now and which were then. Why did they decide this? Discuss the specific differences in the clothes children wear to school now and the ones that they wore long ago, using comparative language – for example, in the past, boys wore shorts, waistcoats and ties. Now they wear T-shirts, which are more comfortable.

## Role-play opportunities

Organise your role-play area as a Victorian classroom, providing dressing-up clothes, smocks and collars, and slates.

## Working outside

Teach the children how to play traditional playground games, such as hopscotch, hoops, jacks or marbles. Invite children to trace letter shapes in the sand tray.

## Plenary

Discuss with the children what they have learned about going to school long ago and going to school now. Ask the children if they would like to have been a Victorian schoolchild – encourage them to give reasons.

## Additional resources

### Books

*Starting School* by Alan and Janet Ahlberg (Puffin)

*Once Upon an Ordinary School Day* by Colin McNaughton and Satoshi Kitamura (Andersen Press Ltd)

*Around Our School: Ages 5–7* by Suzanne Kirk (Scholastic)

### Works of art

Visit <https://secure.thelowry.com/shop/view.aspx?pg=86> to see *The Schoolyard* by T.S. Lowry.

Visit [www.allposters.com/-sp/McGuffey-s-Reader\\_i33727\\_.htm](http://www.allposters.com/-sp/McGuffey-s-Reader_i33727_.htm) to see *McGuffey's Reader* by M. Ickes.

## Music

*Pomp and Circumstance* by Edward Elgar is good music for marching to. This was an important part of the children's exercise regime in Victorian times.

'Promenade' from *Pictures at an Exhibition* by Modest Mussorgsky

## ICT links

Visit <http://tofino.ex.ac.uk/virvic/schools/tcentre/tcentre.htm>, which is an excellent virtual Victorians website. 'Dress the Doll' and 'Building Bricks' (in 'eToys') are particularly suitable for young children.

Windows on Warwickshire, [www.windowsonwarwickshire.org.uk](http://www.windowsonwarwickshire.org.uk), has many interesting images from the Victorian era – search using terms such as 'Victorian' and '1900s'.

Carry out the Unit 9 sorting activity from the CD-ROM

## Assessment opportunities

### Can the children:

- use the vocabulary of time in discussions?
- sequence the events of a school day?
- ask questions about schools long ago?
- compare and contrast schools today and schools from the past?
- take simple photographs using the digital cameras?
- make a simple record of their visit?
- use their knowledge in a role-play situation?
- understand the need for simple rules and codes of behaviour?
- use language to recreate their experience?
- listen with enjoyment to relevant stories, songs, rhymes and poems?
- communicate through phrases and simple sentences?
- use number to assist in the understanding of time?
- consolidate their learning with a simple ICT activity?

## Evaluation

- What evidence of children's learning have you collected?
- How did the activity go?
- Have the children achieved their learning objectives? If not, why not?
- Is consolidation needed?
- Was there enough challenge for each group?
- Did I get the timing right? What went well? What could have been better?
- How did the children rate it? (thumbs up, down, sideways)

# In the wrong place



name:

Find three things that should not be here!





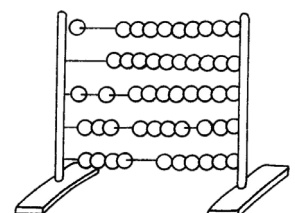
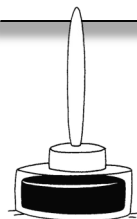
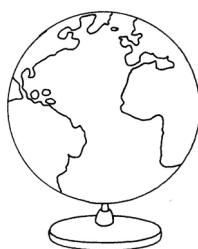
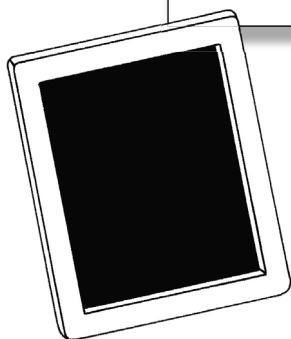
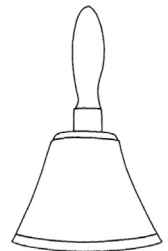
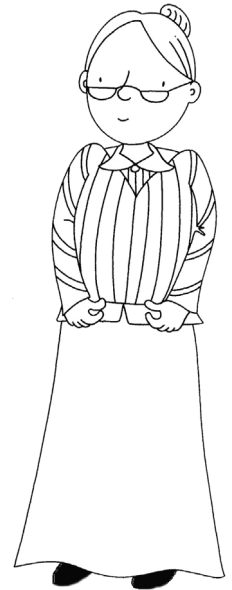
# Helping children on a visit

name: 

**Thank you for helping us on our trip today.**

**On our visit, we want the children to think about the differences between schools today and schools in the past. When you are with the children, encourage them to tell you about how their setting is different from the classroom they are visiting. Draw their attention to the desks, slates or dip pens, the blackboard, the school bell, lighting in the room, etc.**

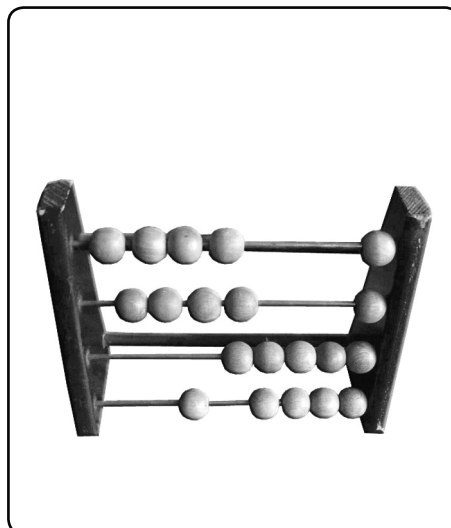
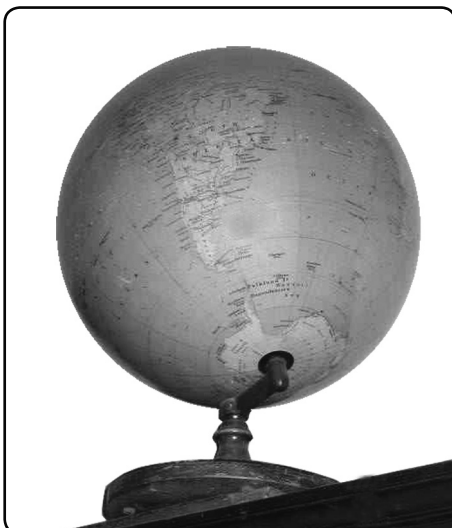
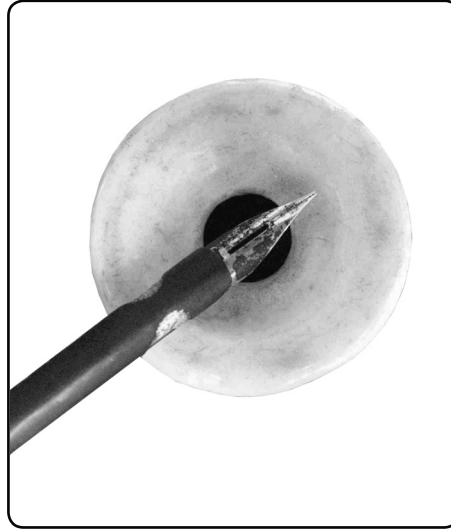
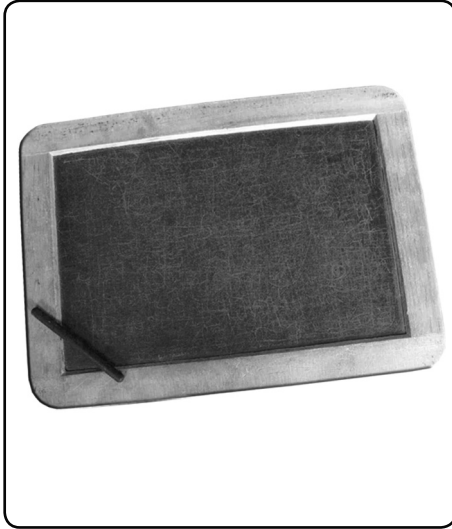
**The children in your group are:**

# Snap!



name:



# Slate pictures



name:



# Handwriting practice

name: 

a a a a a a

# Handwriting practice



name:

dog dog dog dog

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# Clothes for school



name:

