

# Foundation Subject Medium Term Planning

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| <b>Subject: History</b> | <b>Concept/Theme: Changes in everyday life</b> | <b>Year Group: Year 2</b> | <b>Term: Summer 1</b> |
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| <b>Vocabulary:</b>   |  | <b>End of Unit Milestones:</b>   |
| <b>modern</b>        | A modern-day object is from more recent times.                                       |  |
| <b>chronological</b> | The time order which events happen in.   |  |
| <b>evidence</b>      | Objects, paintings and diaries are examples of evidence that tell us about the past. |  |
| <b>living memory</b> | Events that are remembered by those alive today.                                     |  |
| <b>hero</b>          | A person admired by their courage or outstanding achievements.                       |  |
| <b>dolly</b>         | A wooden object that twists the washing in the tub.                                  |  |
| <b>washtub</b>       | A metal or wooden tub that was used to put the dirty clothes in with hot water.      |  |
| <b>mangle</b>        | An object that when turned it squeezed the water out of washed clothes.              |  |
| <b>wash house</b>    | An outhouse or room where clothes were washed.                                       |  |
| <b>flat iron</b>     | A metal flat tool that was heated on the stove and used to remove creases.           |  |
|                      |  | <ul style="list-style-type: none"> <li>• I can make predictions about how objects from the past were used.</li> <li>• I know how clothes were washed in the past.</li> <li>• I can name washing equipment from the past.</li> <li>• I can order objects in chronological order on a timeline.</li> <li>• I can recognise objects from the past and modern day.</li> <li>• I know how modern objects are different to those in the past.</li> <li>• I know how objects from the past improved washing at the time.</li> <li>• I know who Kitty Wilkinson was.</li> <li>• I know how Kitty Wilkinson helped her community.</li> <li>• I know key events from Kitty Wilkinson's life.</li> <li>• I know how washdays were different in the past.</li> </ul> |

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| <b>Prior Learning: Rec, Year 1.</b>  | <b>Future Learning: Year 6.</b>                                 |
| <ul style="list-style-type: none"> <li>• Significant individuals: Nelson Mandela, Florence Nightingale, Edith Cavell, Mary Seacole, Guy Fawkes.</li> <li>• Hygiene and changes in nursing Year 1.</li> </ul> | <ul style="list-style-type: none"> <li>• Victorians.</li> </ul> |

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## Week One

**Objective:** I can find out about the past by looking at objects and discussing what they were used for.

**Success Criteria:**

- I can make predictions about how objects from the past were used.
- I can explain how clothes were washed in the past.
- I can name washing equipment from the past.
- I can order objects in chronological order on a timeline.

### Learning And Teaching

### Outcomes

(what is in books, any computing/photo/video evidence etc and where it is to be saved)

Encourage the use of key vocabulary: dolly, mangle, washtub, flat iron, modern, past, chronological, living memory. Refer to knowledge organise.

*Place REC/ Y1/Y2 significant people pictures in time order as a group and add dates they remember using post its. (List is in session 4 plans)*

Present objects from the Warrington Museum resource box – children pair talk and suggest what they might have been used for.

Share ideas together.

*Make careful observations and predict what it was used for – make notes next to prepared photos – work for project books.*

*Share and ideas and T leads discussion to clarify and inform using info from the museum.*

<https://www.youtube.com/watch?v=sUxEYAWpXos>

<https://www.youtube.com/watch?v=FxDobQ-gbl> only play the parts showing objects not shown fully in the first video as it is 15 minutes long.

### Plenary.

Children look at the timeline from the starter. Each group has an object and they are to decide where on the timeline they think it was used, this could include a starting point and end point. Do we still use this equipment today? **Any misconceptions can be corrected in session 3 so take as quick predictions only.**

Chn have an image of a washday in the past. Label all the equipment using the key vocabulary and choose 2 objects to write a short definition for using the key vocabulary.

**Pupils working at greater depth:** Create a glossary (include small drawing) of objects used in the past with a description of what they were and how they were used.

**Pupils needing extra support:** Label an image of washdays from the past using the correct vocabulary.

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| <p>Additional info.</p> <p>Mangle - around 1843 until spin dryers came in 1950's</p> <p>Washtub -</p> <p>Dolly - 18th century until end of 19th century but still some places used into 20th century.</p> <p>Flat iron - Chinese used as far back as 17th century until electric.</p>   |  |  |
| <p><b>Week Two</b></p>  |  |  |
| <p><b>Objective:</b> I can explain the washing process from the past.</p>   |  | <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I can explain how objects from the past improved washing at the time.</li> </ul>  |
| <p><b>Learning And Teaching</b></p>   |  | <p><b>Outcomes</b><br/>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</p>  |
| <p>Encourage the use of key vocabulary: dolly, mangle, washtub, flat iron, modern, past, chronological, living memory.<br/>Refer to knowledge organiser</p> <p><i>Matching activity - quickly discuss as a group and match the washing equipment from the past to the correct definition - use an enlarged, copied and cut knowledge organiser.</i></p> <p>Share the correct answers from the review and ensure you have read through each object/definition before starting to ensure no misunderstanding of what each object does. Allow a little time to role play washdays in the past to help develop their understanding of how the objects were used before.</p> <p>Chn will create an advert for an object from the past and think of selling features from the time and how they helped make washing easier than it had been further in the past. Share some examples from below on a PP to support.</p> <ul style="list-style-type: none"> <li>flat iron <a href="https://www.pinterest.co.uk/pin/122160208630457419/">https://www.pinterest.co.uk/pin/122160208630457419/</a></li> <li>mangle <a href="https://www.amazon.co.uk/Domestic-Mangle-Ironing-Household-Chores/dp/B005DGT1ME">https://www.amazon.co.uk/Domestic-Mangle-Ironing-Household-Chores/dp/B005DGT1ME</a></li> <li><a href="#">washtub</a> shows how had other uses, non leaking etc:</li> </ul> |  | <p><b>Activity:</b></p> <p>Create an advert to sell the piece of washing equipment using the key vocabulary. Must include a catchy slogan and show off what the object does in their choice of image or supporting information.</p> <p><b>Pupils working at greater depth:</b> as above but must include a key selling point to explain how it helps make washing easier than it was before.</p> |
| <p><b>Plenary.</b></p>  |  |  |

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| <p>Why do you think most of the adverts had women in them? Allow time to share in pairs and share ideas. Explain how roles were different in Victorian times and that they have changed over time.</p>   |   | <p><b>Pupils needing extra support:</b> Depending on the child, they could make a video explaining/role playing using artefacts how to use the item and why it is helpful. OR use Purple Mash to 'paint' an advert with support to write a selling point.</p>   |
| <p><b>Week Three</b></p>   |   |   |
| <p><b>Objective:</b> I can compare life today with life in the past.</p>   | <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• I can recognise objects from the past and modern day.</li> <li>• I can explain how modern objects are different to those in the past.</li> </ul> |   |
| <p><b>Learning And Teaching</b></p>  |   | <p><b>Outcomes</b><br/>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</p>   |
| <p>Encourage the use of key vocabulary: dolly, mangle, washtub, flat iron, modern, past, chronological, living memory. Refer to knowledge organiser</p> <p><i>What am I? One child chooses an object from washing in the past in their head. The other children take turns around the table to ask questions - yes/no answers only to guess. Take turns. E.g Are you made of wood?</i></p> <p>Present each group with a piece (or photo) of washing equipment from the past as a discussion point. and ask each group these questions:<br/>         What was this object used for?<br/>         What is the object made from?<br/>         How do we do this task now in modern day?<br/>         For the modern day, is the object named the same, made from the same materials, use the same technology?</p> <p>Allow each group a few minutes to discuss the last question.</p> |   | <p><b>Activity:</b></p> <p>Create a table to differentiate equipment from the past and modern day using photos to sort.</p> <p>Children write a sentence using key vocabulary to explain why a past version had adapted or changed to move with the times.</p> <p>E.g A washing machine now spins the clothes around using electricity to power it.</p> <p><b>Pupils working at greater</b></p> |

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| <p>How has this changed people's lives?</p> <p>What caused these changes?</p> <p>Explain the activity to the chn.</p> | <p><b>depth:</b> As above but decide on which invention was the most life changing and order them from 1-5.</p> <p>1 being the most helpful change and 5 the least. This should promote a good discussion and could record quotes on post its.</p> <p><b>Pupils needing extra support:</b> Create a table of past and modern objects using photos.</p> |
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## Week Four

**Objective:**

I can recount the life of someone who lived in the past.

**Success Criteria:**

- I can explain who Kitty Wilkinson was.
- I can explain how Kitty Wilkinson helped her community.
- I can recall key events from Kitty Wilkinson's life.

**Learning And Teaching**

**Outcomes**

(what is in books, any computing/photo/video evidence etc and where it is to be saved)

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| <p>Encourage the use of key vocabulary: Kitty Wilkinson, past, chronological, modern, past, Liverpool. Refer to knowledge organiser.</p> <p><i>Significant people Bingo. Chn to have a selection 2/3) of photos from the following people. Nelson Mandela,, Florence Nightingale, Edith Cavell, Mary Seacole, Guy Fawkes. Teacher to say a fact about the person and if the chn have that person they stand up.</i></p> <p>Display photo of Kitty Wilkinson. What can they tell their partner about this person – eg rich/poor, past/present, any clues about why she was famous/significant? Teacher to guide and highlight key ideas shared. Remember she wasn't born here but make explicit the local links to Liverpool.</p> <p>Share powerpoint and watch a video describing Kitty's life. <a href="https://www.youtube.com/watch?v=NqJRQNK5dpc">https://www.youtube.com/watch?v=NqJRQNK5dpc</a></p> <p>T to hotseat as chn ask questions. Or GD to be Kitty Wilkinson and group hothead them.</p> <p><i>Teacher information.</i></p> <p><i>Catherine Wilkinson was an Irish migrant, "wife of a labourer", who became known as the Saint of the Slums. In 1832, during a cholera epidemic, she had the only boiler in her neighbourhood, so she invited those with infected clothes or linens to use it, thus saving many lives. This was the first public washhouse in Liverpool. Ten years later with public funds her efforts resulted in the opening of a combined washhouse and public baths, the first in the United Kingdom.</i></p> | <p><b>Activity.</b></p> <p>Put into chronological order key facts about Kitty's life and work and add some simple details. Include key dates and key vocabulary.</p> <p><b>Pupils working at greater depth:</b> As above but write independently.</p> <p><b>Pupils needing extra support:</b> Chn to place key achievements of Kitty Wilkinson on a vertical timeline.</p> |
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| Week Five   |   |
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| <p><b>Objective:</b><br/>I can explain why people still remember the life of Kitty Wilkinson today.</p> | <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• I can explain why some significant people have memorials.</li> <li>• I can explain why Kitty Wilkinson should be recognised for her achievements.</li> </ul> |
| <p><b>Learning And Teaching</b></p>   | <p><b>Outcomes</b><br/>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</p>   |

Encourage the use of key vocabulary: Kitty Wilkinson, past, chronological, significant. Refer to knowledge organiser.

*Partner ping pong. One of the pair says a fact they can remember about Kitty Wilkinson's life and then the next returns with another quick fact.*

Refer back to previous week's significant people bingo and recap them with chn (photos on a slide) ask the chn the following questions:

Is there one of these people we remember more? If so, why?

Does that mean they are more important?

eg Guy Fawkes, Remembrance Day, Titanic – all of these people are famous but Kitty is only really remembered in the area of Liverpool. Why?

Was what she did really important?

Allow discussion time for each question.

Watch the video.

<https://www.youtube.com/watch?v=OzTKD7z6SYI>

<https://www.bbc.co.uk/news/uk-england-merseyside-19656404> Show images of places/ways in which she is remembered – how do these reflect her achievements? What difference did she make to the people who met her? People who never met her?

### Activity.

We have looked before at memorials in Year 1. Design your own memorial reflecting Kitty's life – eg window, sculpture, poem.

### Plenary.

If people like Kitty Wilkinson didn't step in to help at times of crisis what would happen?

What can we learn from people like Kitty Wilkinson?

### Activity.

Design a memorial for Kitty Wilkinson. Some could be added to display or Twitter and quotes from chn about why they chose their design/poem.

### Pupils at greater depth:

Kitty Wilkinson doesn't have a blue plaque to recognise where she created the first wash house in Britain. Use the link to share examples and chn to design one to put forward for consideration. [Propose a Plaque | English Heritage \(english-heritage.org.uk\)](https://www.english-heritage.org.uk/propose-a-plaque/)

It must have details on/dates so ipads could support.

### Pupils needing extra support:

Create a memorial, if a model/craft use ipads to support what Kitty looked like.

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| <p><b>Objective:</b><br/>I can write a non chronological report about the past.</p>   | <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• I can explain how washdays were different in the past.</li> <li>• I can explain what I have learnt so far in a non chronological report.</li> </ul> |   |
| <p><b>Learning And Teaching</b></p>   |  | <p><b>Outcomes</b><br/>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</p>   |
| <p>Encourage the use of key vocabulary: dolly, mangle, washtub, flat iron, modern, past, chronological, living memory.<br/>Refer to knowledge organise.</p> <p><i>Knowledge organiser quiz. In pairs children to ask a question using KO as a prompt and partner to respond and then swap over. Teacher to model e.g what is the name of the equipment used to turn the clothes around?</i></p> <p><i>Explain today's activity and that they will be using everything they have learnt so far to help them write a non chronological report about washdays from the past. Share examples from ks1 non chronological reports on Twinkl, there are some Florence Nightingale templates that could be edited to share also.</i></p> <p><i>Share the title, 'Washday's From the Past.'</i></p> <p><i>Ask pairs to think about what they want to include in their non chronological report or what their headings could be.</i></p> <p><i>Provide children with some must, could should, ideas to help ensure they are using all the knowledge they have learnt.</i></p> <p><i>E.g Must, key vocabulary from KO. Should, key dates. Could, why we use different equipment in the modern day.</i></p> |  | <p><b>Activity.</b></p> <p>Non - Chronological short report on washdays in the past and include dates where they can and all the key vocabulary.</p> <p><b>Pupils at greater depth:</b></p> <p>As above but include 'Did you know boxes' or a mini fact file.</p> <p><b>Pupils needing extra support:</b></p> <p>Could do as a guided write or use ipad template to support via G classrooms.</p> |