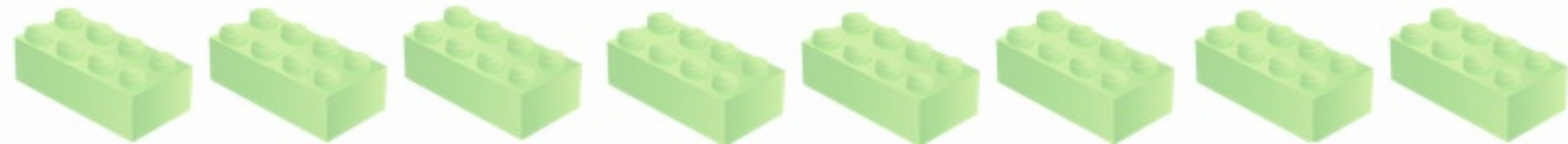




# Children in the Past

Social Studies Topic

EARLY LEVEL



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### PART ONE

Victorian

### PART TWO

World War II

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Sixties

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Eighties

## BLURB

Explore the lives of children in the Victorian era, during World War II and throughout the sixties and eighties. Discover what life was like for children at school, at work and at home. Find out about toys, games, clothes and entertainment.

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## OUTCOMES

TOPIC OR THEME	LEVEL	CURRICULUM AREA	TEACHERS
CHILDREN IN THE PAST	Early	Social Studies	

## CURRICULUM FOR EXCELLENCE OUTCOMES

### ART AND DESIGN

I have the freedom to discover and choose ways to create images and objects using a variety of materials.

**EXA 0-02a**

I can create a range of visual information through observing and recording from my experiences across the curriculum.

**EXA 0-04a**

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.

**EXA 0-05a**

I have the opportunity and freedom to choose and explore ways that I can move rhythmically, expressively and playfully.

**EXA 0-08a**

I have opportunities to enjoy taking part in dance experiences.

**EXA 0-10a**

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama.

**EXA 0-13a**



## ART AND DESIGN

I use drama to explore real and imaginary situations, helping me to understand my world.

**EXA 0-14a**

I can respond to music by describing my thoughts and feelings about my own and others' work.

**EXA 0-19a**

## HEALTH AND WELLBEING

I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.

**HWB 0-11a**

I value the opportunities I am given to make friends and be part of a group in a range of situations.

**HWB 0-14a**

In everyday activity and play, I explore and make choices to develop my learning and interests. I am encouraged to use and share my experiences.

**HWB 0-19a**

I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space.

**HWB 0-21a**

I am aware of my own and others' needs and feelings especially when taking turns and sharing resources. I recognise the need to follow rules

**HWB 0-23a**

I know that people need different kinds of food to keep them healthy.

**HWB 0-32a**



# LITERACY

As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen.

## **LIT 0-02a**

I listen or watch for useful or interesting information and I use this to make choices or learn new things.

## **LIT 0-04a**

To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.

## **LIT 0-07a**

Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.

## **LIT 0-09a**

As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings.

## **LIT 0-10a**

I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things.

## **LIT 0-14a**

As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information.

## **LIT 0-21ba**



## MATHS AND NUMERACY

I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order.

### **MNU 0-02a**

I use practical materials and can 'count on and back' to help me to understand addition and subtraction, recording my ideas and solutions in different ways.

### **MNU 0-03a**

I am aware of how routines and events in my world link with times and seasons, and have explored ways to record and display these using clocks, calendars and other methods.

### **MNU 0-10a**

I can match objects, and sort using my own and others' criteria, sharing my ideas with others.

### **MNU 0-20b**

## SCIENCE

I have experienced, used and described a wide range of toys and common appliances. I can say 'what makes it go' and say what they do when they work

### **SCN 0-04a**

Through everyday experiences and play with a variety of toys and other objects, I can recognise simple types of forces and describe their effects.

### **SCN 0-07a**



# SOCIAL STUDIES

I am aware that different types of evidence can help me to find out about the past.

## **SOC 0-01a**

I can make a personal link to the past by exploring items or images connected with important individuals or special events in my life.

## **SOC 0-02a**

I have explored how people lived in the past and have used imaginative play to show how their lives were different from my own and the people around me.

## **SOC 0-04a**

I explore and discover the interesting features of my local environment to develop an awareness of the world around me.

## **SOC 0-07a**

I am aware that different types of evidence can help me to find out about the world around me.

## **SOC 0-15a**

I make decisions and take responsibility in my everyday experiences and play, showing consideration for others.

## **SOC 0-17a**

Within my everyday experiences and play, I make choices about where I work, how I work and who I work with.

## **SOC 0-18a**



# TECHNOLOGIES

I enjoy playing with and exploring technologies to discover what they can do and how they can help us.

## **TCH 0-01a**

I explore software and use what I learn to solve problems and present my ideas, thoughts, or information.

## **TCH 0-03a**

I enjoy exploring and using technologies to communicate with others within and beyond my place of learning.

## **TCH 0-04a**

I enjoy taking photographs or recording sound and images to represent my experiences and the world around me.

## **TCH 0-04b**





PURPOSE	ACTIVITIES	CRITERIA	EVIDENCE
<ul style="list-style-type: none"> <li>• I am finding out children during the Victorian era.</li> <li>• I am learning about wealthy and poor Victorian children.</li> <li>• I am finding out about children at work.</li> <li>• I am discovering what children experienced during World War II.</li> <li>• I am listening to music associated with each era.</li> <li>• I am trying out some dance moves.</li> <li>• I am learning about school and home life in the 1960's.</li> <li>• I am discovering what people did for entertainment in the 1960's.</li> <li>• I am using different media to create art.</li> <li>• I am participating in group work with my classmates.</li> <li>• I am using technology to enhance my learning experience.</li> <li>• I am learning about school and home life in the 1980's.</li> <li>• I am learning about music, TV, movies and toys from the 1980's.</li> </ul>	<ol style="list-style-type: none"> <li>1. Complete a handwriting worksheet for each section of the pack.</li> <li>2. Complete a sorting activity for each section of the pack.</li> <li>3. Complete a matching activity for each section of the pack.</li> <li>4. Create a 'Children in the Past' frieze.</li> <li>5. Talk about and compare each era with life today.</li> <li>6. Listen to music associated with each era.</li> <li>7. Complete artwork using a variety of media.</li> <li>8. Create a dance.</li> <li>9. Discuss toys from each era.</li> <li>10. Take photographs of the class dancing to music.</li> <li>11. Use drama to act out certain scenarios.</li> <li>12. Talk to family members who have experience of WWII, the sixties or eighties.</li> <li>13. Count the number of years between each era and the current year</li> <li>14. Use the internet to find pictures of children in each era.</li> </ol>	<ul style="list-style-type: none"> <li>• I can talk about children in the Victorian era.</li> <li>• I can identify activities carried out by wealthy and poorer Victorian children.</li> <li>• I can explain some of the experiences children went through in World War II.</li> <li>• I can give examples of toys from WWII.</li> <li>• I can participate in a class discussion.</li> <li>• I can listen to and appreciate different music styles.</li> <li>• I can talk about school and home life in the 1960's.</li> <li>• I can list toys from the 1960's.</li> <li>• I can use technology like the internet and digital cameras to enhance my learning.</li> <li>• I can complete handwriting, sorting and matching activities.</li> <li>• I can write new words associated with each era.</li> <li>• I can explain school and home life during the 1980's.</li> <li>• I can create artwork using a variety of media.</li> <li>• I can list toys from the 1980's.</li> </ul>	<p><b>MAKE</b>            Draw Victorian children playing outside.            Draw items to put in an evacuation suitcase.            Draw yourself wearing clothes from the 1960's.            Create various artwork inspired by the seasons.</p> <p><b>SAY</b>            Participate in discussions about all aspects of this pack.            Talk about entertainment during each era.            Talk about technology in the past and compare with today.</p> <p><b>DO</b>            Carry out matching activities.            Create a dance inspired by music from each era.            Listen to and discuss music.</p> <p><b>WRITE</b>            Complete handwriting worksheets.            Write lists of toys from each era.</p>



# Children in the Past – Introductory Lesson

The purpose of this lesson is to get an idea of what the children already know about the subject. It is a co-operative lesson for the whole class to get involved. Spelling and handwriting are not important.

At the end of the topic it will be useful to re-visit the results of this lesson and hold a class Q&A to discuss what they have found out and any unanswered questions they still have. The Q&A could be part of an ICT lesson where the children research their unanswered questions.

## **SPLIT THE GROUPS**

In order to get randomly selected groups ask the children to sort themselves into age order without talking to each other. Then split the children into groups of 4 i.e. the first 4 children are one group etc.

Once in their groups the following jobs should be randomly allocated:

1. Group Leader (who has black hair?)
2. Writer (who has the tallest pencil?)
3. Reporter (who loves carrots?)
4. Timer (who has the longest last name?)

Sheets of A2 paper are laid out on the desks each sheet should be labelled with one of these titles:

1. Victorian
2. World War II
3. Sixties
4. Eighties

Then split the sheet into two columns:

1. What do I know?
2. What do I want to find out?

The groups then rotate around each sheet. A time limit should be given.



# PART ONE

Victorian



## Victorian TEACHER'S NOTES

The Victorian era began in 1837 when Queen Victoria became monarch and ended in 1901 when she died. In this part we are going to find out about children in the Victorian era.

### THE CLASS DIVIDE

During the Victorian era there was a huge divide between wealthy families and poorer families. This divide meant that children had quite different lives depending on the affluence of their family.

### SCHOOL

Children from wealthy families were educated at home or sent to fee-paying schools. Children in poorer families went to work rather than attend school. In 1880 a law was passed that said all children aged 5-10 must attend school. By 1891 education was free for all children aged 5-13.

### WORK

Children from wealthy families did not begin work until their education was completed. Children from poorer families had to work to support their family. Children would work in factories, mines, farms and on the street. Work was often dangerous and sadly many children died at work.

### CLOTHES

Children from wealthy families had plenty of clothes and shoes. Children from poorer families wore hand-me-downs or homemade clothes, they usually had one or two outfits and one pair of shoes.

### TOYS

Toys were seen as a luxury in the Victorian era. Wealthy families had money to buy their children toys and games whereas poorer families spent their money on necessities like clothes, food and rent.

#### TOYS FOR POORER CHILDREN

peg dollies

marbles

skipping rope

sack football

#### TOYS FOR WEALTHY CHILDREN

doll's house

Noah's ark

jigsaws

tea set

Use Google Images to show the class pictures of Victorian children.



# TOYS AND GAMES

These are some toys and games from the Victorian period.

## SINGING GAMES

Ring o' Roses

Oranges and Lemons

One, Two, Buckle My Shoe

## OUTDOOR ACTIVITIES

stuffed sack football

pig's bladder football

skipping rope

marbles

kites

conkers

the diablo

tug of war

red rover

pram wheel go karts

shuttlecock/badminton

pop gun

## GAMES

ludo

snakes and ladders

draughts

tiddlywinks

snap

happy families

jacks

pick-up sticks

noughts and crosses

dominoes

shove penny

bagatelle

## INDOOR TOYS

clothes peg dolly

stuffed sack cuddly toy

drum

scrapbooking

thaumatrope

flip book

spinning top

zoetrope

doll's house

china doll

china tea seat

noah's ark

alphabet bricks

jack in a box

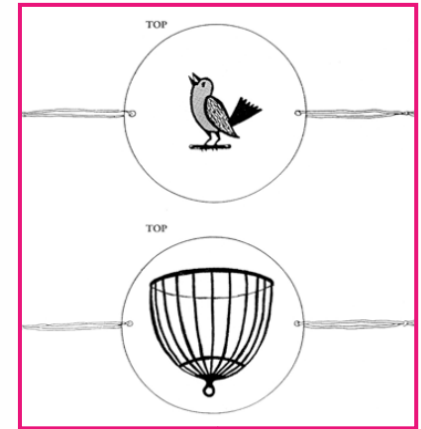
wind up trains

soldiers

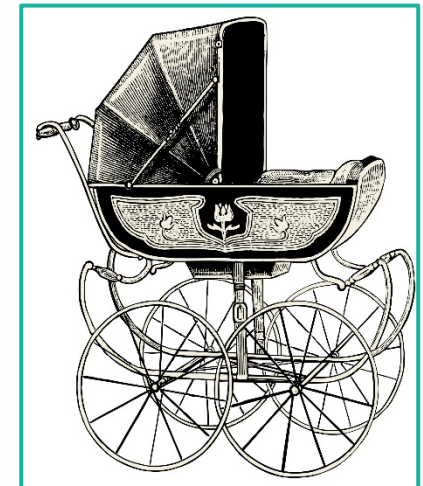
boats

rocking horse

doctor/shop set



Thaumatrope



Doll's Pram



# Victorian ACTIVITY SUGGESTIONS

These activities are split into curricular areas for ease of navigation. It is at the teacher's discretion which activities are carried out or if any additional activities are included.

## LISTENING AND TALKING

- Discuss the differences between wealthy and poorer families.
- Discuss and describe some of work carried out by Victorian children.
- Compare Victorian toys and games with toys and games today.

## HEALTH AND WELL-BEING

Discuss why attending school is important, refer to working Victorian children.

## MUSIC

Listen to these popular Victorian music hall songs:

- I Am Henry the Eighth I Am
- Boiled Beef and Carrots
- My Old Man (said follow the van)

All music available on YouTube.

## WRITING

Write down five Victorian toys or games you would like to try.

## DRAMA

Act our these scenarios:

1. Victorian children at work.
2. Victorian children at school.

## ART AND DESIGN

- Make a thaumatrope – video instructions on YouTube.
- Make a stuffed sack football.
- Make a peg dolly.
- Make a basic flip book.
- Use chalk to draw a hopscotch court in the playground.

## DANCE

Experiment with dance and movement using the music above.

## MATHS

Use a timeline to count using years and decades:

1. How long the Victorian era lasted.
2. How long ago it ended.
3. How long ago it began.

## TECHNOLOGIES

- Use Google Images to find pictures of Victorian children at school, work or play.
- Take pictures of pupils playing Victorian games like Ludo, tiddlywinks, dominoes, hopscotch or snakes and ladders.



Poor Victorian children went to work.

Some children wore homemade clothes.

Ludo and draughts are board games.

Schools were strict in the Victorian era.

Victorian children played singing games.

doll's house

marbles



1. Cut out the drums.
2. Sort the pictures from big to small.
3. Sort the pictures by colour.





Cut out and match the picture, fact and word.

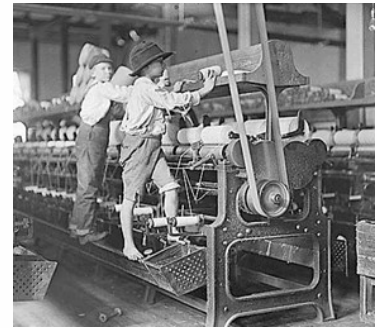
FOOTBALL

I am something that Victorian children did to earn money for their families.



PEG DOLLY

Kick me and you can score a goal. Victorian children made me from a stuffed sack.



WORK

I am a toy that is made from a clothes peg and bits of material. I don't cost very much.



Draw a picture of Victorian children playing outdoors.



# VICTORIAN ASSESSMENT

NAME \_\_\_\_\_

Fill in the missing letters.

mar\_les

wor\_

pe\_ dolly

scho\_l

fo\_tball

doll's ho\_se

pr\_m

ti\_dlywinks

clot\_es

dr\_m

Describe your favourite Victorian toy.

---

---

---

Write down three Victorian toys.

--	--	--

What might it be like to go to work instead of school?

---



# ASSESSMENT ANSWERS

NAME \_\_\_\_\_

## Fill in the missing letters.

marbles

work

peg dolly

school

football

doll's house

pram

tiddlywinks

clothes

drum

Describe your favourite Victorian toy.

---

---

---

Write down three Victorian toys.

--	--	--

What might it be like to go to work instead of school?

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