

Objective and Milestone 1 Indicators	Teaching input	Basic Activities	Advanced Activities	Deep Activities	Resources
<p>To investigate and identify a variety of homes today.</p> <p>To investigate and interpret the past</p> <p>FS2 - UW - P&C - talk about their house and a friend's house - talk to children during CI play</p>	<p>What is your home like? What is the building like? What is it like inside? Children to think, pair, share their ideas.</p> <p>Explain that people today live in lots of different houses. Go through the examples on the slides: detached, semi-detached, terraced, bungalow, flat, mobile home, houseboat, etc.</p> <p>Why do you think people live in different types of homes? Invite children to share their ideas.</p> <p>Are there any features that all homes have in common? What do all homes have? (e.g. doors, windows, roofs, etc.). Children to discuss ideas as a class and then list on the slides.</p> <p>PLENARY - If you could live in a different kind of house to the one you live in now, what kind of house would you choose and why? Ask children to discuss their ideas with a partner.</p>	<p>I can describe my home</p> <p>What kind of home do you live in? Children to draw a picture of their home in their books and then describe what their house is like.</p>	<p>I can answer questions about my home</p> <p>What kind of home do you live in? Children to draw a picture of their home in their books and then answer the questions about what kind of home they live in, e.g. How many rooms? How many floors? Does it have a chimney? etc.</p>	<p>I can describe different types of homes</p> <p>Provide children with the Picture Cards and Word Cards. Children to match each of the homes on the Picture Cards to the correct label on the Word Cards.</p> <p>EXTEND - when finished, children could arrange the pictures into categories according to their own criteria (e.g. one floor or multi-floor, attached or detached, etc.). Children to then ask a partner if they can guess what the criteria was.</p>	<p>Slides Picture Cards Word Cards</p>
<p>To investigate similarities and differences between homes.</p> <p>To investigate and interpret the past</p> <p>FS2 - UW - TW - talk about similarities and</p>	<p>Show children the pictures of two homes on the slides. What is the same about these homes? What is different about them? Children to think, pair, share their ideas. Repeat with several other sets of houses.</p> <p>Were there things that were always the same on each of the sets of pictures (e.g. they all had windows, doors, etc.)?</p> <p>Show the children another picture of a house and ask them to discuss each of the questions: What is this house built from? What material is used for the windows? What do you think the door is made out of? etc. children to discuss ideas as a class and then check descriptions on the next slide.</p>	<p>I can label a modern home identifying their features</p> <p>On worksheet 2A, children to use the words in the word box to label the features of the house. When finished, children to discuss with a partner how their home is similar</p>	<p>I can use pictures to identify the past</p> <p>Provide children with the Picture Cards. Ask children to choose two of the houses to compare on worksheet 2B. Children to draw each of the houses, label and then describe what is similar and what is different about them.</p>	<p>I can use pictures to identify features of past and present homes</p> <p>Provide children with the Picture Cards and worksheet 2C. Children to complete the chart by ticking the boxes for each relevant feature that each house contains.</p>	<p>Slides Worksheet 2A/2B/2C Picture Cards Clipboards (FSD? activity only)</p>

<p>differences - look at pictures of homes in the home corner - photos on the wall</p>		<p>and/or different to this house.</p>			
<p>To explore homes built a long time ago and identify their features.</p> <p>To understand chronology</p> <p>FS2 - UW - TW - place pictures of homes in order - 3 given - very old / old /new</p>	<p>Explain that throughout history houses have changed due to fashions and changes in technologies.</p> <p>Introduce the 4 characters from 4 different time periods and tell children that they will be exploring typical houses from different times in the past.</p> <p>Choose one of the characters at a time to click on to explore what kinds of houses people lived in during each of the different time periods.</p> <p>Explain that some of the houses from the time periods still exist today. Lots of people e.g. live in houses that were built in Victorian times. Today we build houses that are fashionable to us. If you could design a house, what would it look like and why?</p>	<p>I can place pictures on a timeline</p> <p>Provide children with worksheet 3A and a set of the Picture cards.</p> <p>Children to cut out each of the pictures and stick them on the timeline in the correct boxes.</p>	<p>I can place pictures on a timeline and add labels</p> <p>Provide children with worksheet 3B and a set of the Picture Cards. Children to cut out each of the pictures and stick them on the timeline in the correct boxes. Children to also label each era using the words in the word box.</p>	<p>I can place pictures on a timeline, add labels and descriptions</p> <p>Provide children with worksheet 3C and a set of the Picture Cards. Children to cut out each of the pictures and stick them on the timeline in the correct boxes. Children to describe the features of each era of houses. You may wish to enlarge the sheet to A3 for this activity.</p>	<p>Slides Worksheet 3A/3B/3C Picture Cards Art materials (FSD? activity only)</p>
<p>PLENARY - We have found out lots of things that are the same and lots of things that are different about old and modern houses. For example, old houses almost always have chimneys. Why do you think this is? Older houses don't have windows or doors that are made from plastic. Why do you think this is?</p> <p>Discuss ideas as a class.</p>					

<p>To find out what Victorian homes were like inside.</p> <p>To investigate and interpret the past</p>	<p>Show children the picture of Queen Victoria on the slides and ask if anyone knows who she is. Tell children that Queen Victoria lived a long time ago and was queen for 64 years. The time Queen Victoria was the ruler of Britain is known as the Victorian times. Explain that over the next few lessons we will be looking at what houses were like in Victorian times and how they are different to our homes today.</p> <p>Show children the pictures of a Victorian home on the slides. What can you see? How are these rooms different to the rooms we have in our homes today?</p> <p>Go through the pictures and information about what the inside of Victorian houses was like. Do you think you would have liked to live in a Victorian house? Why or why not?</p>	<p>I can ask questions about the past</p> <p>Provide children with the Picture Cards showing photos of Victoria homes that were taken in Victorian times in small groups. Ask children questions on the Question Sheet and discuss as a group. For each question, organise the pictures into piles according to the criteria.</p>	<p>I can answer questions using pictures of the past</p> <p>In small groups, provide children with the Picture Cards showing photos of Victorian homes that were taken in Victorian times. On worksheet 4A, children to study the pictures to answer the questions and record their answers on the worksheet.</p>	<p>I can use pictures and online sources to find answers to questions about the past</p> <p>In small groups, provide children with the Picture Cards showing photos of Victorian homes that were taken in Victorian times. On worksheet 4B, children to study the pictures to answer the questions and record their answers on the worksheet.</p>	<p>Slides Picture Cards A to H Worksheet 4A/4B Question Sheet Help Sheet Plain paper</p>
<p>PLENARY - We have been looking at some Victorian homes today. What objects did you NOT see in the pictures we looked at that we have in our homes today? Children to think, pair, share their ideas (e.g. TVs, computers, etc.).</p>					
<p>To identify and explore objects in a Victorian home and their uses.</p> <p>To investigate and interpret the past</p> <p>To communicate historically</p>	<p>Show children the picture of a modern kitchen on the slides. How many of the things in this kitchen use electricity? How many of these objects need to be plugged in to work? Children to discuss ideas as a class.</p> <p>Explain that in a Victorian kitchen there wouldn't have been any of the appliances that need to be plugged in because homes did not have electricity. Go through the explanations on the slides for the different Victorian kitchen appliances.</p> <p>Show children the picture of a modern living room on the slides. What can you spot in this living room that wouldn't have been found in a Victorian living room? Children to discuss ideas with a partner and then share with the class.</p> <p>Explain that Victorian families did different activities in their living rooms than we do. Show children the picture of a Victorian family. What</p>	<p>I can use artefacts to explore the past</p> <p>Provide children with the Victorian Living Room sheet and the Victorian Kitchen sheet. Give children some time to look at the pictures to see what they can see. Provide children with the Object Cards in small groups or pairs which have a variety of</p>	<p>I can recognise changes in homes over time</p> <p>Provide children with two pictures - one of a modern house and one of a Victorian house. Children to then spot as many differences as they can between the two pictures and colour in all the things that are different. Children could use the same colour for each difference, e.g. colour the candles and light switches in red, colour</p>	<p>I can recognise changes in homes over time and use vocabulary of time to describe the changes</p> <p>Children to cut out the pictures and stick on a sheet of A3 paper. Children to colour in each of the differences they can spot between the two pictures and then label to describe the differences around the pictures.</p>	<p>Slides Victorian Living Room and Modern Living Room sheets Victorian Kitchen and Modern Kitchen sheets</p>

<p>FS2 - UW - TW - explore old objects - guess what were they used for - find them in a picture from the past (- like the basic activity)</p>	<p>are they doing? How many activities can you spot?</p>	<p>Victorian objects, e.g. water pump, gas lamp, dolly, writing desk, etc. Children to read the description of each object and then see if they can spot each one in the pictures.</p>	<p>the water pump and taps in blue, etc.</p>		
	<p>PLENARY - What do you think is the biggest difference between the inside of homes in Victorian times and the inside of homes today? Children to think, pair, share their ideas. If necessary, explain that electricity has dramatically changed the way we live our lives.</p>				
<p>To summarise and consolidate what we have found out about Victorian homes.</p> <p>To communicate historically</p>	<p>What can you remember about Victorian homes? Children to think, pair, share their ideas and then list on the slides. Show children the jigsaw pieces of an object from a Victorian home on the slides and ask children if they can guess what it is and what it is for. Check if they were correct on the next slide and repeat with several different objects. From what we have found out, what would you most enjoy about living in a Victorian home and what would you least enjoy? Children to discuss ideas as a class.</p>	<p>Children to complete the sentences by choosing the correct word from a choice of 2.</p>	<p>Children to answer the questions about Victorian homes and the objects to assess their understanding. Children to use the words in the word box to help them.</p>	<p>Children complete the mind map to describe what a Victorian home was like. Children to use the words on the sheet to help.</p>	<p>Slides Worksheet 6A/6B/6C Question Cards (FSD? activity only) True or False sheet</p>
	<p>PLENARY - Read out the statements on the True or False sheet. As a class, use what they have found out about Victorian houses to answer the questions. Children could stand up if they think the statement is true and sit down if they think it is false, or move to different places in the room for each different answer, etc.</p>				