

Key Stage 1 History

Title of Topic : How Homes Have Changed

Term: Autumn 2021

National Curriculum History

Develop an awareness of the past, using common words and phrases relating to the passing of time.
 Know where the people and events they study fit within a chronological framework
 Identify similarities and differences between ways of life in different periods.
 Use a wide vocabulary of everyday historical terms.
 Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
 Understand ways in which we find out about the past and identify different ways in which it is represented.
 Pupils should be taught about: *changes within living memory.
 Look at aspects of change in national life,
 *events beyond living memory that are significant nationally or globally e.g. the Great Fire of London,
 *the lives of significant individuals in the past who have contributed to national and international achievements,
 *compare aspects of life in different periods e.g. Christopher Columbus and Neil Armstrong, Rosa Parks and Emmeline Pankhurst, Mary Seacole and Florence Nightingale.
 significant historical events, people and places in their own locality e.g. related to the History of the School.

Artefacts



Dolly Tub Mangle



Bed warmers



Flat iron
Charcoal iron
Electric iron



Carpet beaters and Sweepers



Vacuum cleaners



Bath tub



Bathroom



Telephones & Televisions

Cause and Effect

What do we already know about houses we see around us?



What do artefacts tell us about the past?



Why have homes changed?
When were the key dates?



What difference have the changes made?



Vocabulary

Bath tub – a large container, often made of metal, filled with water in order to have a bath, often with the water being used by multiple people, one after the other, in front of a fire.

Bed warmer - a container used to heat the bed, made of pottery and filled with water, or brass on a wooden pole and filled with ash from the fire.

Carpet beater – a flat panel of woven wicker used to bang the dust out of rugs and carpets hung over a line.

Carpet sweeper – a mechanical carpet cleaner with brushes to sweep dust into a “bin”.

Dolly & Tub – a wooden stick with legs used to twist and slosh washing around a metal washing tub.

Charcoal iron – a metal “box” filled with smoldering wood and used to iron clothes.

Flat iron – made of metal, heated on a stove and used to iron clothes.

Hot water bottle – made of rubber and filled with hot water to warm a bed.

Mangle – a handle turns two rollers, through which clothes are squeezed to remove water after washing.

Thatch – reeds/straw to cover a roof
Victorian – during the reign of Queen Victoria 1837-1901

Washboard – metal board with ridges to rub clothes against to remove dirt

Wattle and daub – material used to build walls, made of sticks/straw (wattle) and “daubed” in mud, clay or dung

Chronology



1667

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																	Now

Key Learning:

- What do we already know about houses we see around us?**
Look at houses in the village – thatch, black wood/timber and white “wattle and daub”. Compare to modern houses – slate, brick, garage. Look at the range upstairs at school, in the old living quarters.
- What do artefacts tell us about the past? – “house work” – washing, cleaning and ironing – Why have homes changed?**
Explore and discuss carpet beaters, sweeper, vacuum cleaners, flat irons, charcoal irons, electric irons, wash boards, dollies and tubs, mangles, washing machines, clothes horses, washing lines and tumble driers (use the artefacts readily available in school). Link to the discovery of electricity. Link to the Edwardian Era and Victorian Era
- What do artefacts tell us about the past? – keeping warm – Why have homes changed?**
Explore and discuss bed warmers (glazed pottery and brass), hot water bottles, microwave heat cushions, electric blankets, fires, central heating (use the artefacts readily available in school).
- What do artefacts tell us about the past? – keeping clean – Why have homes changed?**
Explore and discuss bathrooms – outdoor “toilets”, sharing , gazunders, wash stands, bath tubs, Thomas Crapper, indoor bathrooms, toilet paper, showers. Links to the development of sewage systems.
- What do artefacts tell us about the past? – Inventions that changed the way we live – television and telephone – Why have homes changed?**
Explore the invention of the telephone and television – looking at a variety of old phones and TVs (Queen Elizabeth II’s coronation), John Logie Baird, Alexander Graham Bell.
- Why have homes changed? When were the key dates?**
Explore and discuss throughout each lesson – the discovery of electricity and other technologies, social changes e.g. changes to women going to work outside the home. Plot key (invention/discovery) dates on a timeline.
- What difference have the changes made?**
Discuss impact – use of electricity (climate crisis), disposability of household items, use of water.

Key People



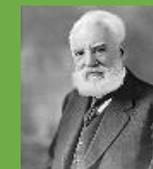
Queen Victoria
1819-1910



Thomas Crapper
1836-1910



John Logie Baird
1888-1946



Alexander Graham Bell
1847 – 1922