

Year 1/2

The Historical Association's Scheme of Work for Primary History

The story of our High Street



About this unit

Teaching a unit that considers 'changes within living times' requires a focus that provides clear evidence of those changes. Children need to be able to identify specific differences as well as recognise relevant similarities. While we all still undertake shopping on a daily or weekly basis the processes involved in this activity have been transformed over the last fifty or so years. The advent of refrigeration and computerisation have revolutionised what and how we shop. This is a fruitful topic to explore with children as it provides them with a chance to explore changes to an activity that most of them are very familiar with. In addition they are able to undertake family interviews allowing a strong home school link to be capitalised on. In addition this provides the opportunity to move from the past to the present so from a history-based enquiry into a geography one. What we buy and how we go about our shopping habits tells us about the sort of people we are and reflects the changing nature of our place.

Unit Structure

This unit is structured around a history enquiry theme of comparison between then and now with a focus on local history using a range of resources.

How has my High Street changed since the 1950s?

1. What was the High Street like before?
2. How has the High Street changed?
3. What was in these shops before?
4. What was it like to shop for food?
5. How were my goods packaged or stored?
6. How did I pay for my purchases?

How this unit links to the National Curriculum for primary history

Key Stage 1

- changes within living memory
- significant historical places in their own locality

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods

Possible links to other units

Geography

- use simple fieldwork and observational skills to study the geography of key human and physical features of [the school's] surrounding environment.

Enquiry 1: What was the high street like before?

LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS	SUGGESTED RESOURCES	ASSESSMENT CRITERIA
<p>Children should:</p> <p>Begin to find answers from sources</p> <p>(Methods of enquiry)</p>	<p>Create a timeline either with children or across the room. Count back in decades from where the children are now to 1950s. Provide visual images for each decade.</p> <p>In groups. Look at photos of the high street (1950/1960) and highlight main points that show that it is not a modern view of the scene.</p> <p><i>What does this tell you about what this time was like? Why do you think it was different?</i></p> <p>Whole class collate information gathered: possible misconception “It is long ago because the photographs are black and white”</p> <p>(laminated images and use whiteboard pens to highlight images)</p> <p>Look at</p> <ul style="list-style-type: none"> • Street furniture • Amount of vehicles • Shop names /chains • Clothes of shoppers • Appearance of shops 	<p>Francis Frith website will allow you to create a calendar of images of your local place in 1950s or 1960s for less than £15: these can be used to create image packs for children. You should also visit your local history library as they will have a wealth of images that can be copied.</p> <p>Another useful resource for images could be found here https://historicengland.org.uk/services-skills/education/</p>	<p>1) Group. Think of two questions they would like to find out.</p> <p>2) Individual. Draw a picture and pick out three things they have identified as from the past.</p>

Enquiry 2: How has the high street changed?

LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS	SUGGESTED RESOURCES	ASSESSMENT CRITERIA
<p>Children should: Make distinctions between aspects of their own lives and those of past times.</p>	<p>Groups each with adult support:</p> <p>Walk along the high street.</p> <ul style="list-style-type: none"> Take photos at specific points. Look for changes from the old photos. Make a plan of the shops in the high street noting what their purpose is. Use colours to show the different uses e.g. food/charity/restaurant/service/exclusive or specialist Using a simple modern map of the high street, colour code to show where there are features that have either remained the same or changed radically. 	<p>Digi maps provide a good resource that will allow children to access both current day and historical maps and staff can receive training https://digimap.edina.ac.uk</p> <p>Again your local library will also have useful resources</p> <p>(Local geography link)</p>	<p>(Individual) Identify three points that have changed and three points that have stayed the same.</p> <p>(Whole Class) Create a class sketch map of the high street with photos and identifying key points of interest.</p>

Enquiry 3: What was in these shops before?

LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS	SUGGESTED RESOURCES	ASSESSMENT CRITERIA
<p>Children should: Use sources to ask and answer questions about the past. Select and combine information from sources.</p>	<p>Whole Class: Create a sketch map of the shops that used to be in the High Street. Colour code this using the same colours and categories as the present day sketch map. You can then compare to see if or how the shops and their uses have changed.</p> <p>Pairs: Select several locations. Use commercial directories/ adverts / photos to research previous owners and uses.</p> <p>CT and TA to support specific groups</p>	<p>Your local history library should have commercial directories. These will have lists of the shops and their proprietors. You might also be able to find some online (as below) although these will have a price https://www.twrcomputing.co.uk/acatalog/Data-CDs-and-Subscriptions.html</p> <p>You can find copies of old ordnance survey maps here. These can be zoomed in to the relevant area and printed off. https://maps.nls.uk/os/6inch-england-and-wales/</p>	<p>(Pairs) Write a shared account of the type of shop at the location and who owned it.</p> <p>Add to sketch map at relevant points with copies of old photos</p> <p>ART Extension: Create row of shops from the high street in 3D using clay for plaques or small cardboard boxes</p>

Enquiry 4: What was it like to shop for food?

LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS	SUGGESTED RESOURCES	ASSESSMENT CRITERIA
<p>Children should: Find answers from sources that go beyond simple observations: make deductions</p>	<p>Revisit timeline from first session. This can go back further to when visitor was born.</p> <p>Invite a local resident/s from 1950s to come in to talk about shopping in the high street.</p> <ul style="list-style-type: none"> Identify general themes rather than specific questions: ensure questions are open ended. Video children listening to account. Watch the video or listen to the audio recording and ask the children to pick out key pieces of information: what was the most significant or unusual thing they said? Then create a poster with a photo of the visitor. Add the key points to photo as speech bubbles. 		<p>(Group or whole class) Discuss and select key information from visit</p> <p>(Individual) Complete 3 statements reflecting on what they think about shopping at this time "I think it would be ... because ..."</p>

Enquiry 5: How was my food packaged / stored?

LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS	SUGGESTED RESOURCES	ASSESSMENT CRITERIA
<p>Children should: Begin to realise there are reasons why people in the past acted as they did.</p>	<p>Self-service stores were introduced in the 1950s. Croydon was the first self-service store for Sainsbury's. Prior to self-service people bought their goods such as eggs from the assistant.</p> <ul style="list-style-type: none"> How might self-service be different to counter stores? How would you get your eggs home from Counter or from self-service? <p>When self-service came in you needed to have a different way to package eggs. Get children to see what the problems were e.g. customer needs to serve themselves, possibly with only one hand (basket in other), needs to be able to be stacked on shelves without collapsing. Look at early ideas (see resources). Why might you want to buy broken eggs and how would you get these home?</p> <p>Discuss effect of modern methods of packaging and storage. What effect do they have on people's lives? Research past methods and discuss. Look at Sainsbury's Archive for this</p> <p>Watch this film https://sainsburyarchive.org.uk/story/stories/shopping-day#undefined (from 5.48 to 8.14 is the extract on eggs) What was shopping like at this time?</p>	<p>Croydon Store on opening https://sainsburyarchive.org.uk/timeline/150</p> <p>This is Sainsbury's archive catalogue at the page for eggs https://sainsburyarchive.org.uk/catalogue/search/search/awao-everywhere:eggs</p> <p>Assistant and eggs image https://sainsburyarchive.org.uk/catalogue/search/samarkadvi171-image-from-a-sainsburys-television-commercial-1958</p> <p>Eggs in shop https://sainsburyarchive.org.uk/catalogue/search/sabra7h123-image-of-window-display-with-eggs-at-392-mare-street-hackney-branch/search/awao-everywhere:eggs/c/3</p> <p>Buying Eggs https://sainsburyarchive.org.uk/catalogue/search/sabra7c41126-image-of-911-london-road-croydon-branch-interior-customer-picking-box-of-eggs/search/awao-everywhere:eggs/action/ajax/c/2</p> <p>Packaging for self-service https://sainsburyarchive.org.uk/catalogue/search/sapkcpro1831-j-sainsbury-4-eggs-carton/search/search_global:box-of-eggs-1953/c/1</p> <p>Broken Eggs packaging https://sainsburyarchive.org.uk/catalogue/search/sapkcpro1833-sainsburys-broken-eggs-cartons/search/awao-everywhere:eggs/timeline-from/1884/timeline-to/2019/c/4</p>	<p>Create a chart with how eggs were packaged then and now comparing difference</p> <p>Explain why differences arose.</p>

Enquiry 6: How could I pay for my purchases?

LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS	SUGGESTED RESOURCES	ASSESSMENT CRITERIA
<p>Children should: identify similarities and differences across periods.</p>	<p>Talk about how we pay for shopping at a supermarket today</p> <ul style="list-style-type: none"> • computerised with card payments • contactless • cash <p>Watch video with child's birthday to see how the cash till was used.</p> <p>Look at photo of early Woolworth self-service. This was a new way of shopping: why do you think there is a sign to show where to pay?</p> <p>Look at image of old cash machine from the 1950s. How do children think that it worked? (If you can, buy an old toy cash till to give children a chance to try out the mechanism)</p> <p>Compare the difference between the cash till from 1950s and one from today.</p>	<p>Video of shopping https://www.youtube.com/watch?v=eEq1V17ZBTw</p> <p>Woolworth shop http://www.woolworthsmuseum.co.uk/1960s-food4thought.htm</p> <p>Old cash machine https://www.pinterest.co.uk/pin/65443000813069609/</p> <p>Modern supermarket till https://www.alamy.com/stock-photo/supermarket-checkout-till.html</p>	<p>Create a table highlighting similarities and differences between old and new cash tills. Give reasons why they think the tills might be different. Which would they like to use and why?</p>

Enquiry 7: What have I learnt about how shopping has changed?

LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS	SUGGESTED RESOURCES	ASSESSMENT CRITERIA
Children should: demonstrate factual knowledge and understanding of aspects of the past.	Children create a mind map of what they know about shopping in the 1950s. Create an information pack for the different tables in your class. Children explore the pack as a group and add to their mind map. Add specific vocabulary that might be needed Work as pairs to create a story board that tells of shopping in the 1950s.	Series of images of different shops from the 1950s/ account from visitor/ map of high street with street names and types of goods	Create a story board to detail the process of shopping in the 1950s using the knowledge from the unit.

How will this enquiry help children to make progress in history?

The activities focus on encouraging children to:

- discuss different ways the past has been represented
- show their understanding of similarities and differences between their lives and those of adults around them
- be able to answer a historical question

How this enquiry might be adapted for children of different ages and different abilities?

This unit can be expanded in a variety of ways as there remain a number of avenues that have not been considered here such as:

- Interior layout of shops
- Advertising and logos
- Design of exteriors
- Different types of goods and where they came from
- Changing role of shop assistants

These areas are somewhat more complex to investigate and would probably be more appropriate for older or more mature children

This unit would link to articles in *Primary History* 71 “Planning for changes within living memory” and *Primary History* 78 “Here Comes The ’60s: exploring a period in ‘living memory’ at Key Stage 1”.