

# ACET Junior Academies'

## Scheme of Work for history

### Unit 4: Shopping



#### About this unit:

This is the first history unit of Year 1 and the second of key stage 1 to concentrate on 'Changes within living memory'. In line with guidance from the Historical Association, 'living memory' has been interpreted as 'the memory of the community that the child lives in not just that of the child him/herself' with the focus therefore on 'the 1930s onwards'<sup>1</sup>. Through focussing on shopping, pupils will consider change and continuity over time in addition to identify similarities and differences between past and present experiences. They will make links with the Year 1 unit on 'Toys and Games' through considering how technology has affected other aspects of life. They will have the opportunity to handle artefacts in addition to organising and partaking in an oral history interview. Pupils will continue to develop both their chronological understanding and use of conjunctions in both spoken and written language in addition to demonstrating their knowledge by recreating their own 'shop in time'. Links with also be drawn with their local community.

#### Unit structure

This unit is structured around five sequential history enquiries:

1. Where do go shopping and how has it changed?
2. How have the shops in our local area changed over time?
3. Why have our experiences of shopping changed?
4. What was in Granny's shopping bag?
5. Back in time to our shop!

#### National Curriculum unit:

- Changes within living memory.
- Significant historical events, people and places in their own locality.

#### Links to previous and future National Curriculum units

- Changes within living memory (Toys and Games: Y1 HT3.1)

<sup>1</sup> Doull, Karin 'Planning for 'Changes within Living Memory'', *Primary History* 71 (Autumn 2015) pp. 14-15.

## Enquiry 1: Where do we go shopping and how has it changed?

Links to previous learning	Knowledge and second order concepts	Historical skills:	Assessment criteria:	Curricular links:
<p>Pupils have started to gain an understanding that some aspects of life have changed over time following their study of history units in Y1.</p>	<p><b>Substantive knowledge:</b> <i>(What the children should know.)</i> Some aspects of shopping in past are similar to when we go shopping today, some have stayed the same and others are different.</p> <p><b>Second order concepts:</b> <i>(What students should understand)</i> Chronology Similarity and difference Change</p>	<ul style="list-style-type: none"> <li>- Chronology - sequence events in chronological order.</li> <li>- Range &amp; depth - recognise similarities and differences between their own lives and people in the past.</li> </ul> <p><b>Key concepts:</b> Past/present Then/now</p>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>- identify similarities and differences between shopping in the past and shopping today?</li> <li>- locate the time period on the class timeline?</li> <li>- describe similarities and differences using a range of adverbial phrases?</li> </ul>	<p><b>Horizontal:</b></p> <p><b>Vertical:</b></p>
<p><b>Suggested activities:</b></p>		<p><b>Resources:</b></p>	<p><b>Useful links:</b></p>	
<p>As a class, pupils could start with listing the different ways in which they can do their shopping. This could then lead to a role play or a card sorting exercise where they put the steps for different methods in order eg. a visit to a supermarket v. online delivery. They could then consider the similarity/differences between each method.</p> <p>Next, pupils could think about how shopping has changed over time - was it always possible to shop on the Internet? Pupils could watch clips from the BBC series <i>Back in time for the corner shop</i>. Pupils could then complete a venn diagram showing past/present/same considering criteria such as shop assistants, payment, packaging etc. Or pupils could look at an account of going shopping in the past - similarities/differences. <i>NB. Pupils should locate the time period they are comparing to on the class timeline - how long ago was it? What have they studied previously which has come before/after?</i></p> <p>Finally pupils could write some sentences identifying similarities and differences using terms such as past/present and then/now.</p>		<p>Card sorting exercise outlining 'a trip to the supermarket' or 'buying online'.</p> <p>Clip from the BBC series <i>Back in time for the corner shop</i>.</p> <p>Venn diagram with statements for students to write or stick in.</p> <p>Class timeline - events should be displayed which pupils have studied in Y1.</p> <p>Sentence starters to structure written work.</p>	<p>Doull, 'Planning for 'Changes within Living Memory', <i>Primary History 71</i> (Autumn 2015)</p> <p>For the BBC series <i>Back in time for the corner shop</i>: <a href="https://www.bbc.co.uk/programmes/m000g1h5">https://www.bbc.co.uk/programmes/m000g1h5</a></p> <p>For the Marks and Spencer archive: <a href="https://marksintime.marksandspencer.com/home">https://marksintime.marksandspencer.com/home</a> <a href="https://marksintime.marksandspencer.com/schools">https://marksintime.marksandspencer.com/schools</a></p> <p>For a history of Tesco: <a href="https://www.tescopl.com/about/our-history/">https://www.tescopl.com/about/our-history/</a></p> <p>For a history of Sainsbury's: <a href="https://www.sainsburyarchive.org.uk">https://www.sainsburyarchive.org.uk</a></p> <p>For a history of Woolworths: <a href="https://woolworthsmuseum.co.uk">https://woolworthsmuseum.co.uk</a></p>	

## Enquiry 2: How have the shops in our local area changed over time?

Links to previous learning	Knowledge and second order concepts	Historical skills:	Assessment criteria:	Curricular links:
<p>Pupils have previously interviewed older people about their experiences in the past. They should also have an understanding of how shopping has changed over time.</p>	<p><b>Substantive knowledge:</b> <i>(What the children should know.)</i> In the past people tended to shop in specialised shops, today most people shop in supermarkets. Some shops in the local area have changed over time and others have stayed the same.</p> <p><b>Second order concepts:</b> <i>(What students should understand)</i> Chronology Change and continuity</p>	<ul style="list-style-type: none"> <li>- Enquiry - use different sources of information to find out about the past.</li> <li>- Range and depth - recognise difference between past and present in their own and others lives.</li> </ul>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>- identify the different places people may have done their shopping in the past?</li> <li>- identify changes and continuities in their local area?</li> <li>- recount stories about the past?</li> </ul>	<p><b>Horizontal:</b></p> <p><b>Vertical:</b></p>
		<b>Key concepts:</b>		
		<p>Past/present Then/now Evidence</p>		
<b>Suggested activities:</b>		<b>Resources:</b>	<b>Useful links:</b>	
<p>Pupils could start by looking at a plan of a supermarket - what are the different areas eg. deli, fruit and veg etc. Explain that the first supermarket opened in Britain in 1951 before this most people shopped in small, local shops. This should be marked on the class timeline. Pupils could then look at the variety of different shops and what was sold at each - butcher, baker etc - the images from the book - the images from the book <i>The Bad Baby</i> are really good for this.</p> <p>Next pupils could take a trip into their local area and photograph/map their local shops. They could then categorise the different types of shops there are. If this is not possible, pupils could look at photos of their local town high street.</p> <p>Finally, pupils could invite an older, local person in to interview them about how the local area has changed - they could mark these changes on their map showing change and continuity over time. If this is not possible, photographs could be used. The map with photographs could be displayed on the classroom wall with then and now highlighted.</p> <p><i>NB. This lesson could be adapted to focus on a high street in a local town.</i></p>		<p>Floor plan of a local supermarket showing different departments.</p> <p>Images of a range of shops from the past - butcher, baker, iron monger etc.</p> <p>Map of the local area - past and present.</p> <p>Photograph showing the local area in the past.</p> <p>Someone to interview about how the area has changed!</p>	<p>Doull, 'Planning for 'Changes within Living Memory', <i>Primary History 71</i> (Autumn 2015)</p> <p>For a range of illustrations showing a variety of different shops: Vipont, <i>The Elephant and the Bad Baby</i> (1971)</p> <p>For a history of Tesco: <a href="https://www.tescopl.com/about/our-history/">https://www.tescopl.com/about/our-history/</a></p> <p>For a history of Sainsbury's: <a href="https://www.sainsburyarchive.org.uk">https://www.sainsburyarchive.org.uk</a></p> <p>Through their 'Farm to Fork' programme, Tesco also offers trips for pupils to their stores: <a href="https://www.foodforlife.org.uk/schools">https://www.foodforlife.org.uk/schools</a></p>	

### Enquiry 3: Why have our experiences of shopping changed?

Links to previous learning	Knowledge and second order concepts	Historical skills:	Assessment criteria:	Curricular links:
<p>Pupils should understand that the way in which we shop has changed over time. From previous units, they should also know some of the wider changes in society which have affected the lives of those within living memory.</p>	<p><b>Substantive knowledge:</b> <i>(What the children should know.)</i> Shops have changed over time. Changes in society have led to changes in the way we shop.</p> <p><b>Second order concepts:</b> <i>(What students should understand)</i> Chronology Change Similarity and difference</p>	<ul style="list-style-type: none"> <li>- Chronology - sequence events or objects in chronological order.</li> <li>- Organisation and communication.</li> </ul>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>- sequence the pictures into chronological order?</li> <li>- identify how changes in shopping are linked to changes in society?</li> <li>- write a few sentences describing reasons for the changes?</li> </ul>	<p><b>Horizontal:</b></p> <p><b>Vertical:</b></p>
		<p><b>Key concepts:</b></p>		
		<p>Decade Technology Then/now Past/present</p>		
<p><b>Suggested activities:</b></p>		<p><b>Resources:</b></p>	<p><b>Useful links:</b></p>	
<p>Pupils could start by thinking about how we pay for our shopping - this could be done through a simple role play showing the cashier scanning the items and then paying with cash, phone, chip and pin etc.</p> <p>Next, pupils could consider how this has changed. Pupils could look at the three different methods eg. pen and paper, till - manual and electronic and till with scanner and put them in chronological order. These could be added to the timeline. Why have these changes occurred? Can they think of other changes which could have occurred in shopping because of new technology? <i>Links could be made to the 'Toys and Games' unit where pupils learnt about the introduction of computers/Internet.</i></p> <p>Pupils could then be asked whether they think people would have paid in the same way. If not why not? They could then be given a short explanation of other methods of payment eg. on tick, cheque etc. Pupils could have a go a filling in a cheque. What is similar/what is different?</p> <p>Finally, pupils could write a series of sentences identifying similarities and differences using terms such as then/now and past/present, and identifying reasons for the changes.</p> <p><i>NB. It might be suitable to link this lesson to money/conversions from shillings to decimal currency.</i></p>		<p>Props for role play - till with scanner, items to scan etc.</p> <p>Pictures of tills from 1930s+</p> <p>Blank cheque</p> <p>Grid for similarities/differences</p> <p>Sentence starters to structure written work.</p>	<p>Doull, 'Planning for 'Changes within Living Memory', <i>Primary History 71</i> (Autumn 2015)</p> <p>Temple and Wilkinson <i>Changes Within Living Memory Pupil Book</i> (2019)</p> <p>BBC series <i>Back in time for the corner shop</i>: <a href="https://www.bbc.co.uk/programmes/m000g1h5">https://www.bbc.co.uk/programmes/m000g1h5</a></p> <p>For a history of Tesco: <a href="https://www.tescopl.com/about/our-history/">https://www.tescopl.com/about/our-history/</a></p> <p>For a history of Sainsbury's: <a href="https://www.sainsburyarchive.org.uk">https://www.sainsburyarchive.org.uk</a></p> <p>For a history of Woolworths: <a href="https://woolworthsmuseum.co.uk">https://woolworthsmuseum.co.uk</a></p>	

## Enquiry 4: What was in Granny's shopping bag?

Links to previous learning	Knowledge and second order concepts	Historical skills:	Assessment criteria:	Curricular links:
<p>Pupils should understand that the shopping experience has changed over time due to technology.</p>	<p><b>Substantive knowledge:</b> <i>(What the children should know.)</i> The way in which we pay for our shopping and the way in which it is packaged has changed due to technology. The types of food we can buy have changed over time due to migration and trade.</p> <p><b>Second order concepts:</b> <i>(What students should understand)</i> Similarity and difference Change and continuity</p>	<ul style="list-style-type: none"> <li>- Chronology - sequence events or objects in chronological order.</li> <li>- Range and depth - recognise the difference between the past and present.</li> <li>- Enquiry - 'handle' artefacts to find out about the past.</li> </ul> <p><b>Key concepts:</b></p> <p>Decade Technology Migration Past/present Then/now</p>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>- sequence objects into chronological order?</li> <li>- identify similarities and differences between artefacts and their modern day equivalents?</li> <li>- describe how an object has changed over time giving possible reasons why?</li> </ul>	<p><b>Horizontal:</b></p> <p><b>Vertical:</b></p>
<p><b>Suggested activities:</b></p>		<p><b>Resources:</b></p>	<p><b>Useful links:</b></p>	
<p>As a class, pupils could start by investigating a bag of shopping - pupils could think about packaging that food comes in (materials used), weight, use by/best before date, where the food comes from.</p> <p>Pupils could then be presented with bags of shopping (pictures of items) from different eras eg. 1930s, 1960s, 1980s. They could then consider again packaging, weight, information, where the food comes from - What is similar? What is different? Have any types of foods appeared/disappeared? Why might this have happened? How has packaging changed? Why might this have happened?</p> <p>Finally, pupils could focus on one item of food and describe how it has changed over time. They could draw out the item over time and then label the key changes.</p> <p><i>NB. Pupils could also be asked to complete a short questionnaire with an older member of their family asking them what they had for tea when they were younger compared to what they have now.</i></p>		<p style="text-align: center;">A bag of shopping!</p> <p>Images of food packaging from the past.</p> <p>Worksheet for pupils to record their findings.</p> <p>Sentence starters to structure written work.</p>	<p>Doull, 'Planning for 'Changes within Living Memory', <i>Primary History</i> 71 (Autumn 2015)</p> <p>Temple and Wilkinson <i>Changes Within Living Memory Pupil Book</i> (2019)</p> <p>BBC series <i>Back in time for the corner shop</i>: <a href="https://www.bbc.co.uk/programmes/m000g1h5">https://www.bbc.co.uk/programmes/m000g1h5</a></p> <p>For a history of Tesco: <a href="https://www.tescopl.com/about/our-history/">https://www.tescopl.com/about/our-history/</a></p> <p>For a history of Sainsbury's: <a href="https://www.sainsburyarchive.org.uk">https://www.sainsburyarchive.org.uk</a></p> <p>For a history of Woolworths: <a href="https://woolworthsmuseum.co.uk">https://woolworthsmuseum.co.uk</a></p> <p>Pupils might want to calculate the food miles for their food: <a href="http://www.foodmiles.com/">http://www.foodmiles.com/</a></p>	

## Enquiry 5: Back in time to our corner shop!

Links to previous learning	Knowledge and second order concepts	Historical skills:	Assessment criteria:	Curricular links:
<p>Pupils should have an understanding of how different aspects of shopping have changed over time. They should also be able to identify similarities and differences.</p>	<p><b>Substantive knowledge:</b> <i>(What the children should know.)</i> Some aspects of shopping have changed and others have stayed the same. Technology and migration have both influenced our shopping experience.</p> <p><b>Second order concepts:</b> <i>(What students should understand)</i> Change and continuity</p>	<ul style="list-style-type: none"> <li>- Chronology - sequence events or objects in chronological order.</li> <li>- Organisation and communication.</li> </ul>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>- recall what they have learnt about changes to shopping over time?</li> <li>- give reasons why experiences of shopping have changed?</li> <li>- work together to design their own shop from the past?</li> </ul>	<p><b>Horizontal:</b></p> <p><b>Vertical:</b></p>
		<p><b>Key concepts:</b></p>		
		<p>Past/present Then/now</p>		
<p><b>Suggested activities:</b></p>		<p><b>Resources:</b></p>	<p><b>Useful links:</b></p>	
<p>Pupils could first of all start by re-capping what they have found out about how shopping has changed - types of shops, role of shop assistants, methods of payment, types of goods, packaging etc. What has changed over time? What has stayed the same?</p> <p>Next, the teacher could inform the pupils that they have been asked to use their knowledge to set up a shop 1930s style. <i>NB. The teacher might change the era but it should be no earlier than 1930s.</i> Pupils could then work together to produce their own shop using their historical knowledge.</p> <p>Finally, pupils could invite pupils from other classes to go shopping in their shop - they could think about what is similar/different with their own experiences of shopping.</p> <p><i>NB. An existing role play area could be adapted or pupils could design their own shop from a selected era.</i></p>		<p>Range of props/resources pupils can use to make props for their shop.</p>	<p>Doull, 'Planning for 'Changes within Living Memory', <i>Primary History</i> 71 (Autumn 2015)</p> <p>Temple and Wilkinson <i>Changes Within Living Memory Pupil Book</i> (2019)</p> <p>BBC series <i>Back in time for the corner shop</i>: <a href="https://www.bbc.co.uk/programmes/m000g1h5">https://www.bbc.co.uk/programmes/m000g1h5</a></p>	

END POINTS:		
<b>Knowledge and second order concepts:</b>	<b>Key concepts developed:</b>	
<p><b>Substantive knowledge:</b>  <i>(What the children should know)</i>            Some aspects of shopping in past are similar to when we go shopping today, some have stayed the same and others are different.            In the past people tended to shop in specialised shops, today most people shop in supermarkets.            Some shops in the local area have changed over time and others have stayed the same.            Changes in society have led to changes in the way we shop.            The way in which we pay for our shopping and the way in which it is packaged has changed due to technology.            The types of food we can buy have changed over time due to migration and trade.  <i>This is not an exhaustive list but an outline of what might be expected.</i></p> <p><b>Second order concepts:</b>            Children should start to have an understanding of:            Chronology            Change and continuity            Similarity and difference</p>	Decade Evidence Migration	Past/present Technology Then/now
	<p><b>Key historical skills developed:</b>            By the end of the unit, children will have studied a series of question led enquiries. In do so, children will have had the opportunity to:</p> <ul style="list-style-type: none"> <li>• sequence events in chronological order.</li> <li>• place artefacts and events on a timeline (with support).</li> <li>• investigate a range of artefacts and use them to answer simple questions about the past.</li> <li>• pose questions to older members of the community about their past experiences.</li> <li>• make links between past events and change both nationally and in their local community.</li> <li>• develop the use of language to describe the past and present and start to give reasons for changes.</li> <li>• use knowledge to create a reconstruction.</li> </ul>	
<b>The next step ...</b>		
<p>This is the first history unit of Year 2 and the fourth of key stage 1. In the next unit, pupils will investigate an event beyond living memory - The Great First of London. They will continue to develop their chronological understanding and in addition to their knowledge of change and continuity over time. Pupils will also investigate a range of evidence and start to make simple inferences from the evidence about the past. They will also have the opportunity to look at different interpretations and consider similarities and differences between them. This unit will also help to lay the foundations for further study at key stage 3 and key stage 4.</p>		