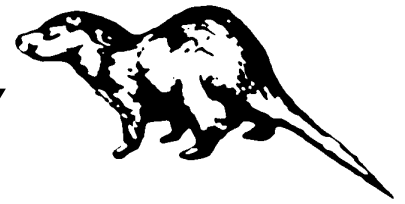


# NUFFIELD PRIMARY HISTORY



## HOUSES: ARTEFACTS FROM THE PAST

### TEACHERS' NOTES

The two lessons described formed part of a topic on houses and homes in the past. The children have already looked at houses in the present day, identified types of homes and the materials houses are built with. They have also examined, discussed and written about photographs of a house about 100 years old. The photographs were of both the outside and of rooms inside the house. Talking about the photographs involved the children identifying both objects they knew and objects they would like to know more about.

In the lessons described here we investigated real objects from late Victorian times. The aim throughout was to enable the children to become more independent in their learning and to extend their literacy.

#### Year group/class

Year 1, mixed age, ability and gender; 29 in the class.

#### Teaching time

Two full sessions, with some work being done at other times: about five hours in total.

#### Learning objectives

For the children to:

- be able to identify some characteristics of houses 100 years ago
- be able to identify some characteristics of home life
- become familiar with objects used in houses about 100 years ago
- learn to work more independently, investigating and recording.

## Key questions

- What were homes like about 100 years ago?
- What can we learn from artefacts from the past?

## Resources

Victorian artefacts (kettle, flat iron, washboard, scales, etc.), initially wrapped

Cards for recording

Simple writing frame

Fact sheet frame

Non-fiction books for young children, such as:

- Fawcett, V. (1994) *Houses and homes: Building a house*. OUP.
- Cox, K & Hughes, P (1996) *History from photographs: In the home*
- Cox, K & Hughes, P (1996) *History from photographs: Food*
- Bryant Mole, K (1994) *History from objects: In the home*
- Ross, S (1991) *Starting History: Where we lived*

## The teaching [Lesson 1]

### Episode 1

*Focus: Encouraging the children to talk and and make comments about their object. Capturing their enthusiasm and rousing their curiosity about the object.*

Before introducing the objects to the children, I wrapped them up.

The class was divided into groups, with one object per group.

The children were asked to handle their object and make comments about it. I recorded their comments.

I then reminded them of the comments they had made and asked them to make a guess as to what the object might be. Again I scribed their suggestions. Their suggestions were imaginative and mostly logical. For example, for the wrapped washboard: photograph, fold-up chair, picture frame, tray, radiator, mirror, harp.

### Episode 2

*Focus: Becoming familiar with objects from the past; completing a simple writing frame.*

I gave the wrapped objects back to the children, reminding them of their guesses and comments.

Then I asked one child to unwrap her object. The children made excited comments about the object and whether they had been correct in their judgements. Some of the objects they'd found most difficult, like the scales, were easily identified when unwrapped.

The children then split up into their mixed ability groups, with one object per group. I gave each group a simple descriptive writing frame to complete, and asked them to draw a diagram of their object at the bottom, adding as many labels as they could.

## **The teaching [Lesson 2]**

This lesson formed part of the literacy hour.

### **Episode 1**

*Focus: Shared writing; modelling non-fiction writing and finding information.*

In shared writing I modelled the process for the children. We looked at one of the objects and on separate pieces of card wrote simple facts: colour, size, weight, etc.

We then looked at a simple non-fiction book and found a few extra bits of information about the object. The children retold the facts to me and I scribed on the card for them.

We then read out the information gathered and sorted the cards into an order.

### **Episode 2**

*Focus: Guided non-fiction writing, using non-fiction books as a source to find simple information independently.*

In guided writing the average and above-average children worked in small groups. I gave each group an object to write facts for, on pieces of card. The children used simple non-fiction books to find out additional information.

Once each group had recorded information on their cards I supported them in sorting them out into an order and excluding facts that had been duplicated.

Meanwhile, I worked with the below-average children in a teacher-intensive session. They told me simple facts about their object and I supported them in sorting them into an order.

### Episode 3

*Focus: Writing a fact sheet about artefacts in the past.*

As a whole class we used the sorted-out cards from shared writing and I modelled a fact sheet.

I then asked the children to use their own cards and write a fact sheet for their object. I also asked them to illustrate the sheet and add labels or a caption.

### Learning outcomes

- The children began to gain an understanding that 100 years ago life was very different.
- They have also begun to understand *how* life was different.
- They have gained familiarity with artefacts from late Victorian times and with how these objects were used.
- Their oracy skills and vocabulary developed through investigating and talking about the objects.
- They have learnt that they can find out information by themselves, using books.
- They have begun to sort information and structure it to form coherent written accounts.

#### **Nuffield Primary History project**

**General editors:** Jacqui Dean and Jon Nichol

**Author of this unit:** Claire Eley

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