

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: History	Year: KS1 Year A
NC/PoS: Changes within Living Memory – Shops	
Prior Learning (what pupils already know and can do) <ul style="list-style-type: none">• Children understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened? because, explain• Children are aware of growth, change and decay over time and describe and comment on what they have seen/ experienced - EYFS• Children can recognise how occupations have changed over time ie technology, equipment uniforms – EYFS	
End Points (what pupils MUST know and remember) <ul style="list-style-type: none">• Children know living memory means people are alive today who can remember the changes/ event• Children know in the past there were many local shops including greengrocer, haberdashery, baker, fishmonger, chemist and they know each shop sold specific items but supermarkets now sell many items all in one place• Children know most people in the past walked to the shops so they needed to be local but many people now have cars to travel to shops• Children know in the past food was grown or bought locally but now we have a greater variety of food which comes from all over the country/ world• Children know in the past people paid for shopping with cash but now we can use cash, debit cards and contactless payment• Children know in the past fresh food was put in paper bags or wrapped in paper but now food is packaged in plastic	
Key Vocabulary high street, decade, present day, the past, living memory, changes, similarities, differences, greengrocer, haberdashery, baker, fishmonger, chemist, packaging, plastic, material, distribution	
Enquiry question: How has my High Street changed since the 1950's?	
Session 1: What was the high street like before? Discuss current high street/ supermarkets with children and their experiences. Show images of current high street, packaging, types of food and payments Create a timeline with children across the room, by counting back in decades from now to 1950's. Look at visual images of each decade, encourage children to comment on the changes to street furniture, number of vehicles, shop names or chains, clothing that shoppers wore and the appearance of shops. Highlight onto images the changes from 1950's to the present day and explain how we know the images were taken from the 'past'. Vocab: high street, decade, present day, the past, living memory	
Session 2: How has the high street changed? Take a visit to a local high street or if this is not possible, set up a modern high street in your classroom with images of shop fronts. Discuss the different shops and their uses. Eg food, charity, clothing. Compare these to old images and discuss what has stayed the same and what has changed. Use resources like digi maps to see the difference in high street layout from past to present day. Children to name three things that have stayed the same and three changes. Vocab: changes, similarities, differences	
Session 3: What was in these shops before?	

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Look at shops from the past in more detail

Children to name a variety of shops and what they sold including greengrocer, haberdashery, baker, fishmonger, chemist.

Vocab: greengrocer, haberdashery, baker, fishmonger, chemist.

Session 4: **What was it like to shop for food?**

Invite grandparents into school or via video link.

Decide on questions children would like to ask to find out about 'how' they did their shopping in 1950?

Children to record what they have found out, link to transport, payment, packaging, time.

Vocab:

Session 5: **How were my goods packaged or stored?**

Watch video clip about how foods were packaged in 1950 (focus on eggs). Discuss how they are packaged today.

Create a chart with how we bought/package and secured eggs in 1950 and compare to today.

See images of large food distributions. Discuss which is most effective and why

Vocab: packaging, plastic, material, distribution

Session 6: **How did I pay for my purchases?**

Discuss how we pay for our shopping at a supermarket today- cash, contactless, computerized card payment. Then, watch a video showing an old cash till and assistant. Children to role play using an old cash till and then 'contactless' payments to buy their snack.

Compare the differences.

Compare the similarities and differences between 1950's cash till and now.

Complete comparison study - should be based on discussions about shop fronts and names, design of shop, role of the shop assistant, payment, packaging and transport

Vocab:

Future learning this content supports:

- Events beyond living memory –KS1