

# Changes within living memory: shops

This chapter explores how shops have changed since the 1930s, through sources such as photographs, artefacts and oral accounts. The topic can be used to focus on shops in the local area or UK shops in general. The children begin by talking about present-day shops before moving on to look at shops of the past. The lessons continue with comparisons and chronology. Finally, the children collect and share oral accounts about shops from older family members.

## Chapter at a glance

### Curriculum objective

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

Week	Lesson	Summary of activities	Expected outcomes
1	1	<ul style="list-style-type: none"> <li>• Children study shop photographs and share experiences.</li> <li>• They draw a simple recount of a shopping trip.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand what a shop is and can share experiences of shopping.</li> </ul>
	2	<ul style="list-style-type: none"> <li>• Children order shop photographs from the 1930s to today.</li> </ul>	<ul style="list-style-type: none"> <li>• Can use time language and chronology skills to see that shops change over time.</li> </ul>
2	1	<ul style="list-style-type: none"> <li>• Children use photographs to find shop names and what was sold.</li> <li>• They match goods to the shops.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and use vocabulary for old shops.</li> <li>• Understand that some shops used to have different names.</li> <li>• Can sort shops according to the type of goods sold.</li> </ul>
	2	<ul style="list-style-type: none"> <li>• Children work together to make dioramas of old shops.</li> </ul>	<ul style="list-style-type: none"> <li>• Know why some of the shops no longer exist.</li> <li>• Can use historical vocabulary and knowledge to create a shop diorama.</li> </ul>
3	1	<ul style="list-style-type: none"> <li>• Children listen to a poem to find out that goods were home delivered.</li> <li>• They write their own list poem.</li> </ul>	<ul style="list-style-type: none"> <li>• Can say how goods were ordered and delivered in the 1930s.</li> <li>• Create a simple list poem.</li> <li>• Can make connections with modern home deliveries.</li> </ul>
	2	<ul style="list-style-type: none"> <li>• Groups investigate an old shop item and its modern version.</li> <li>• They draw and compare the items.</li> </ul>	<ul style="list-style-type: none"> <li>• Can investigate shop items.</li> <li>• Can suggest why some items are no longer around.</li> </ul>
4	1	<ul style="list-style-type: none"> <li>• Children learn about decorated food tins and sort examples by picture design.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that decorative tins were popular in the past.</li> <li>• Can investigate the range of designs used.</li> </ul>
	2	<ul style="list-style-type: none"> <li>• Children design a picture for a tin lid.</li> </ul>	<ul style="list-style-type: none"> <li>• Can create their own picture design for a sweet tin.</li> </ul>
5	1	<ul style="list-style-type: none"> <li>• Children work as a team to create a class grocery shop.</li> </ul>	<ul style="list-style-type: none"> <li>• Can make shop props and artefacts.</li> <li>• Can use photographs to find out about the inside of a grocery.</li> </ul>
	2	<ul style="list-style-type: none"> <li>• Children talk about and try the roles of grocery staff and customers.</li> </ul>	<ul style="list-style-type: none"> <li>• Can use role play to develop comparison, enquiring and empathy skills.</li> </ul>
6	1	<ul style="list-style-type: none"> <li>• Children hear people's memories of shopping.</li> <li>• They work together to create a questionnaire for home.</li> </ul>	<ul style="list-style-type: none"> <li>• Can listen to oral accounts of shopping.</li> <li>• Can create a questionnaire to use with family members.</li> </ul>
	2	<ul style="list-style-type: none"> <li>• Children feed back the oral accounts from their families.</li> </ul>	<ul style="list-style-type: none"> <li>• Can use and report on questionnaires about shops.</li> </ul>
<b>Assess and review</b>		<ul style="list-style-type: none"> <li>• To review the half-term's work.</li> </ul>	



### Expected prior learning

- Children understand recent events in their lives and the lives of family members.
- Children recognise simple similarities and differences between people, places, traditions and objects.
- Children can ask and answer questions about past events.



### Overview of progression

- This chapter's main focus is to introduce Key Stage 1 history concepts. Beginning with shops in the present, the lessons encourage the use of time language by looking at chronological order. By the end of the chapter, the children should be able to understand how and why shops have changed over time.
- The children develop skills of comparison in identifying and describing similarities and differences between past and present shops, goods and shopping. Towards the end of the chapter, the children create a 1930s shop, which enables them to make first-hand comparisons through role play.
- Throughout the chapter, the children develop their enquiring skills and historical vocabulary. They study artefacts and photographs, then oral accounts, and begin to understand how different sources help us to learn about how people lived in the past.



### Creative context

- This chapter ties in with work about the local area and where we get our food from. Cross-curricular links include:
  - reading and writing poems, labels, captions and lists; listening; asking and answering questions; giving descriptions and explanations and taking part in discussions;
  - using place knowledge and naming human features such as 'shop' and 'street';
  - drawing artefacts, making a shop diorama, designing a sweet-tin lid and making grocery props;
  - being aware of the local community and differences and similarities between each other.



### Background knowledge

- In the 1930s, many shops had impressive window displays. Food was often delivered home. Once a week, the customer would give a shopping list to the shopkeeper, who would deliver the goods to the customer's home.
- By the 1970s, most food services like this had died out due to the increasing use of large self-service supermarkets. At this time, late-opening corner shops also became more common.
- Since the 1990s, out-of-town retail parks, hypermarkets and internet shopping have led to a decline in traditional high-street shops such as butchers, bakers, hardware stores, fishmongers, toy shops and smaller department stores.
- Recently, supermarkets and organic food companies have revived grocery home deliveries with customers choosing their items online.

## Week 1 lesson plans

The first week looks at how shops have changed in living memory and allows the children to develop their chronological and comparison skills. The first lesson acts as an introduction by helping to establish what shops are, as well as exploring different types of shop and how we shop today, encouraging the children to share their own experiences of shopping. This gives the children a strong foundation to make comparisons with shops from the past in later lessons. The second lesson focuses on chronological skills and extending time vocabulary, through sequencing photographs of shops from 1930 onwards.

### Lesson objectives

- To use a wide vocabulary of everyday historical terms.
- To ask and answer questions, choosing stories and other sources to show that they know and understand key features of events.

### Expected outcomes

- All children know what a shop is and share their experiences of shopping.
- Most children know that there are different types of place where people shop.
- Some children understand that there are different ways to shop, such as home shopping and shopping centres.

### Resources

Photographs of a modern high-street shop and a shopping centre; a set of photographs of modern shops, such as a corner shop, supermarket, high-street shop, village shop, department store, post office, DIY store, a shop at a retail park, a market; A3 or A4 paper or thin card folded into an eight-page booklet for each child; a pre-drawn example booklet; colouring and writing pencils

## 1: What are shops?

### Introduction

- Show the children a photograph of a modern shop. Ask: *What is a shop?*
- Encourage the children to identify and name the shop's features, such as the shop sign and window display. Ask: *What could you buy in the shop?* List the children's suggestions on the board.
- Now show a photograph of a shopping centre and explore the features, such as a central hall, indoor shop fronts and signs, stairs and escalators. Ask: *Why would you go to a shopping centre? What kinds of shop are there?*
- Tell the children that they are going to find out about different places where people do their shopping.

### Whole-class work

- Display the set of shop photographs and work with the children to identify each one: shopping centre, high-street shop, corner shop, and so on.
- Taking each picture in turn, encourage each child to share their experiences of going to that type of shop or shopping place.
- Then ask the class: *Which type of shopping do you prefer? Why?*
- Next, explain to the children that you are going to tell them about a shopping trip you went on recently. Stress that you will tell the 'story' in the correct time order, from when you left the house to when you returned.
- Orally model a simple recount to the children, reinforcing the time order.

### Paired work

- Organise the children into pairs and let each child give an oral recount of a shopping trip to their partner. Make sure they explain what kind of shop it was.

### Independent work

- Give out the booklets and drawing pencils and show your example booklet. Point out that the pictures are in time order.
- Give the children time to draw their shopping recounts in their booklets.

### Whole-class work

- Bring the class together and choose volunteers to show their books and recount their shopping trip.
- If time, or in a later session, help the children to copy or write simple sentences or captions for each page.

### Differentiation

- Support: children may need gentle encouragement in class discussion; help children to ensure their recounts are in order.
- Challenge: children could add simple sentences to their pictures during the lesson.

### Review

- Note the children's involvement in the discussion. Ask questions such as: *Why would people shop in shopping centres... in a small high-street shop... in a department store... at a computer at home?*

**Curriculum objectives**

- To develop an awareness of the past, using common words and phrases relating to the passing of time.
- To identify similarities and differences between ways of life in different periods.

**Resources**

Interactive activity 'Past or present-day shopping?' on the CD-ROM

**Curriculum objectives**

- To answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

**Resources**

Interactive activity 'Shop timeline' and 'Y1 Autumn 1 quiz' on the CD-ROM

## Shops

### Revise

- Working with the children as a class or within groups, draw a mind map on the board or flipchart. In the centre of the mind map, write the title 'Shops from the past'.
- Write subtitles around the mind map relating to the areas learned about shopping in the past: for example, shop fronts, shop names, features of an old grocer's shop, shopping habits.
- Help the children to focus on each area and draw out from the subtitles on the mind map to list what information they have learned about each one – for example, that in a grocer's, shoppers did not serve themselves.

### Assess

- Set the children to work independently on interactive activity 'Past or present-day shopping?' on the CD-ROM.
- Explain to the children first that they need to study seven pictures of past and modern-day pictures of shops and shopping .
- They then need to drag each picture into the right box with the column heading 'Shops of the past' or 'Present-day shops'.
- As they work on the activity, ask the children to discuss their choices. Make a note of their answers.
- Once the activity has been completed, ask the children within the group or as a class to discuss any significant similarities between shops of the past and the shops of today.

### Further practice

- Ask the children to focus on one type of shop from the past, such as a butcher's, greengrocer's, haberdashery or department store, and research its differences and similarities when compared with present-day versions.

## Y1 Autumn 1 quiz

### Revise

- Review the interactive activity 'Shop timeline' on the CD-ROM with the whole class.
- Challenge individual children to add shop names from their locality in the correct positions on the time line. Alternatively, ask them to add types of shops, such as drapers and ironmongers.
- Get children to complete a table headed 'Same' and 'Different'. Support them in writing similarities and differences between modern shops and those in the 1930s.

### Assess

- Ask the children to complete interactive activity 'Y1 Autumn 1 quiz' on the CD-ROM. There are ten multiple-choice questions that test what the children have learned throughout the topic. They will need to read each question carefully before choosing the correct answer.
- Give the children a set length of time (such as 15 minutes) to answer the questions. This can be used as part of a formal assessment or as a fun challenge activity, giving children the opportunity to show what they have learned about the topic.

### Further practice

- Review any common errors or misconceptions from the quiz. If time is available, move to the more recent past and compare their grandparent's experience of shopping with today. Use local shops, restaurants to draw out comparisons or the legacy of previous shopping practices for example, more ethnic foods, restaurants and so on.

# How the Great Fire spread

- Cut out the pictures and the captions and put them together in the right order.
- Stick them in your zigzag book.



<p>The fire spread across London.</p>	<p>A strong wind pushed the fire towards the river.</p>	<p>The barrels and tar-paper shacks caught fire.</p>
<p>The bakery was on fire.</p>	<p>The houses next to the bakery caught fire.</p>	<p>Thomas Farynor checked the baking ovens.</p>