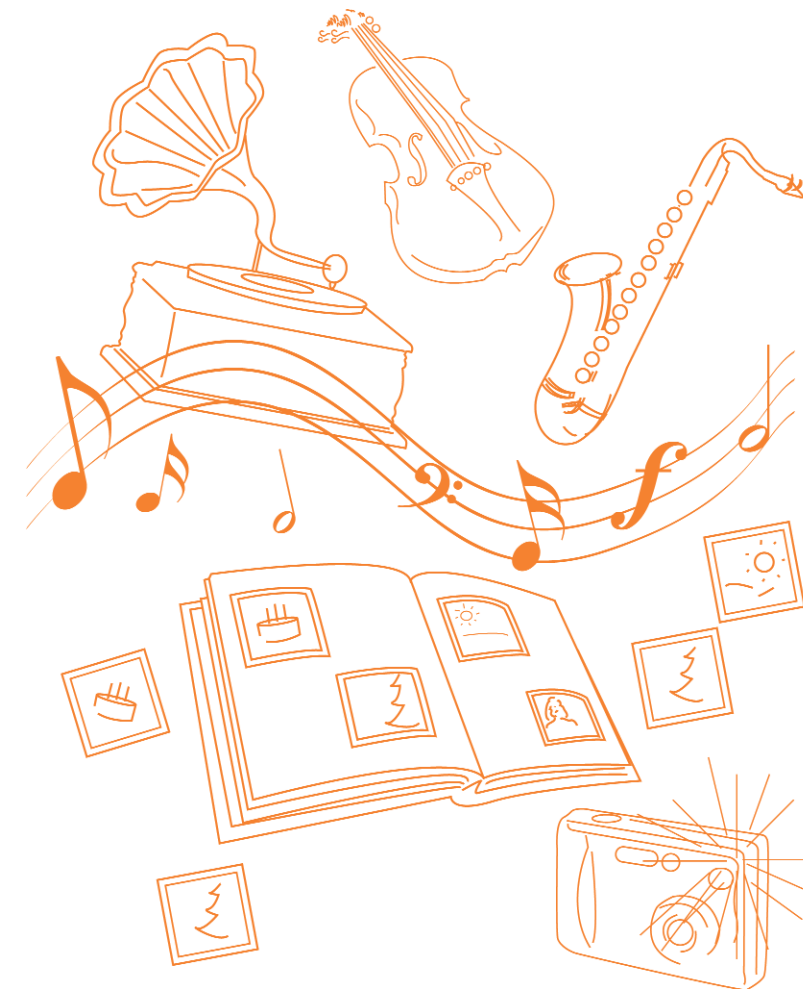


# LIFE IN THE RECENT PAST



Key Stages: 1/2 Years: 4/5

**The Arts**

- changes through the years;
- bags for a particular character;
- music styles of 1940s, 50s, 60s;
- folk songs, lullabies, nursery songs.

**Personal Development & Mutual Understanding**

- remembering important and special events;
- personal memories.

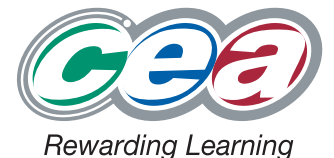
**The World Around Us**

- place;
- interdependence;
- change over time;

**Physical Education**

- respond to music;
- develop and perform simple dances;
- evaluate movements;
- relationship between physical activities and good health.

**FOCUS** Children investigate, compare and contrast lifestyles both today and in the recent past. Through this ICL children examine different aspects of change and the reasons for it.





## HAS MUSIC CHANGED THROUGH THE YEARS?

### Suggested Learning Intentions

- Recognise that there are different styles of music.
- Understand that people respond to music in different ways.
- Understand some of the elements of music.
- Be able to contribute to a performance.

### Suggested Activities

Listen to and discuss different musical styles from the 1940s up to the present day. Focus on one era and compare it with music today. These might include:

- 1940s War music
- 1950s Radio programmes, Buddy Holly, Elvis Presley, Rock 'n' Roll
- 1960s 'Beatle Mania'
- 1970s Bay City Rollers, Slade, The Osmonds
- 1980s New Age 'Romantics', Adam Ant
- 1990s Techno, Digital, Synthesiser

Listen to and sing popular songs depicting how musical styles have changed in recent years.

Compare and contrast music experienced in schools in the past compared with music in schools today.

Listen to and sing popular songs from the past, looking at the lyrics, rhythm, pitch, timbre and mood. Compare it to popular songs today.

Listen to the Beatles' songs. How did their music affect people at that time? Find out if groups today have a similar impact on people.

## HAVE EVERYDAY THINGS REALLY CHANGED OVER TIME?

### Suggested Learning Intentions

- Use drawing techniques to respond to what they see.
- Know about a range of mark making techniques.
- Know that different types of fabrics are suitable for different purposes.
- Know that fabrics and yarns can be used to create and decorate images.

### Suggested Activities

Gather information about fashion or sports bags from the 1940s, 50s or 60s, by interviewing older members of the community and displaying any examples they might have, accessing appropriate websites, reference books and magazines.

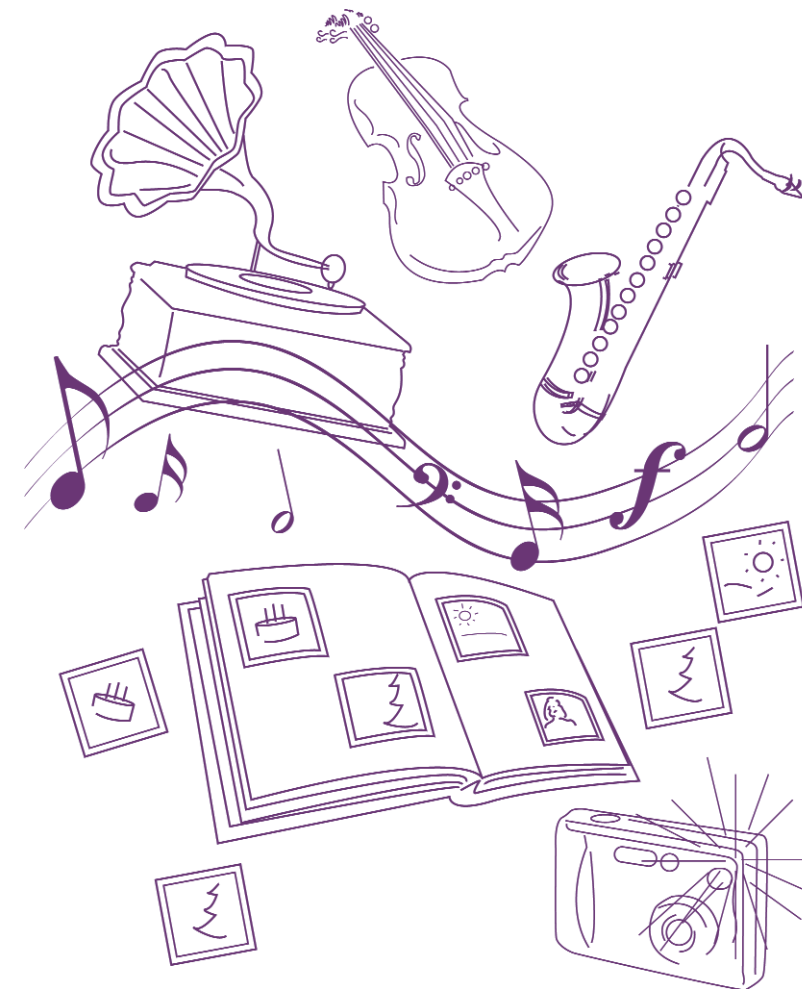
Discuss materials used in constructing and decorating bags from the past.

Set up a display of modern bags, such as handbags or sports bags to compare and contrast form, function and decoration with older examples. Observe and describe the components inside the bags and decoration on the outside. Use this information to write a short pen-picture about the owner of the bag.

Discuss and suggest ideas as to how bags could be designed to meet the needs of famous personalities, for example, David Beckham would need room for his football boots.

Talk about a range of characters and their particular requirements. Sketch ideas for the chosen character's bag design, making notes of possible materials and decorations required. Choose a range of suitable materials to make the bag. Customise the interior and exterior to meet the needs of the famous personality. Decorate the work with suitable colours, textures and patterns. Display and discuss own and other designs – how similar or different are the final bags compared to the original plans? Explain reasons for changes.

# LIFE IN THE RECENT PAST



Key Stages: 1/2 Years: 4/5

**The Arts**

- changes through the years;
- bags for a particular character;
- music styles of 1940s, 50s, 60s;
- folk songs, lullabies, nursery songs.

**Personal Development & Mutual Understanding**

- remembering important and special events;
- personal memories.

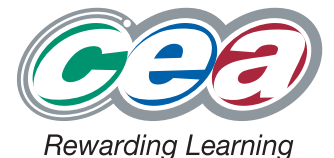
**The World Around Us**

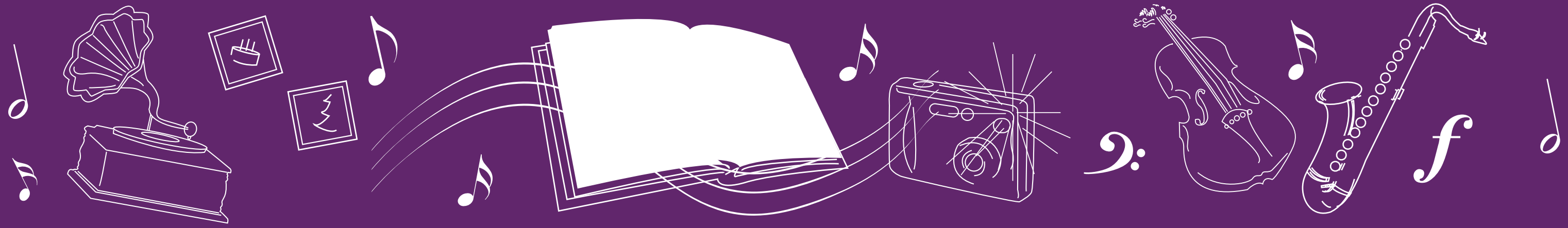
- place;
- interdependence;
- change over time;

**Physical Education**

- respond to music;
- develop and perform simple dances;
- evaluate movements;
- relationship between physical activities and good health.

**FOCUS** Children investigate, compare and contrast lifestyles both today and in the recent past. Through this ICL children examine different aspects of change and the reasons for it.





## FOCUS ON MEMORIES

### Suggested Learning Intentions

- Recognise how special events in the past have contributed to their personal development.
- Know that events can affect feelings and emotions.
- Understand the importance of relationships.

### Suggested Activities

Talk about the times you remember most including what you can remember about being a baby, a toddler or starting school.

Bring in photographs of yourself. Discuss the happiest, funniest or saddest times you remember and when you were most surprised, angry, disappointed or jealous. Scan the photographs and use ICT to design and create individual books, a class book or wall chart to display and share the memories.

At home, invite family members to share their personal experiences, what they remember most about your birth, happy times, funny and sad times. Record and present these using digital video, tape recorder or scanned photographs and present to the class.

Talk about the people you have known for a long time, the people with whom you share memories and people who have only recently joined your friendship network.

## DO WE REMEMBER SPECIAL EVENTS?

### Suggested Learning Intentions

- Recognise the importance of commemorating past events.
- Appreciate the need to remember special events.
- Recognise that there are ways of remembering.

### Suggested Activities

Think about special events (such as important times in a family that are commemorated each year, such as birthdays and wedding anniversaries) and other events in history that are commemorated each year (such as, Christmas, Hanukkah, the Prophet Muhammad's birthday). Discuss the ways in which the events are celebrated and commemorated in the local community.

Find out how older relatives remember events that were significant in their lives. Make a collection of the 'tangible' ways in which events have been celebrated, for example, pictures of monuments or commemorative souvenirs and discuss their significance.

# LIFE IN THE RECENT PAST



## FRAMEWORK FOR LOCAL STUDIES

| REBUILDING   | THIS IS YOUR LIFE  |
|--|--|
| <p>Locate an area of waste ground where there was once a building, or where a new building has replaced an old one.</p> <ul style="list-style-type: none"> <li>Visit a site and look for evidence of a previous building, for example:                             <ul style="list-style-type: none"> <li>old building material rubble or ruins.</li> <li>boundary walls made from old building materials.</li> <li>evidence of an old garden or cultivated plants, trees and shrubs.</li> </ul> </li> <li>Brainstorm with the class, ways in which they might be able to find out what previously existed at the site, for example:                             <ul style="list-style-type: none"> <li>oral evidence; asking older members of the community.</li> </ul> </li> <li>Plan and carry out an interview with older members of the community who may remember the building.</li> <li>Using the evidence so far, attempt to draw a picture of the old building.</li> <li>Compare with peers' interpretations and any pictorial evidence that may be available.                             <ul style="list-style-type: none"> <li>The interviewees may also comment on the accuracy of the children's drawings.</li> </ul> </li> <li>Re-create models of the building.</li> <li>Produce a flow chart or story to explain how the building was traced through to "rebuild".</li> </ul> | <p>The life of a local building, for example, a bank, shop or church can be traced. It is best to choose a building which has been used for several purposes.</p> <ul style="list-style-type: none"> <li>Choose a building and discuss its purpose and position in the town.</li> <li>Look for evidence that would suggest the building is old. Are there any clues which suggest it has had previous uses?</li> <li>Establish evidence in order to write a 'This Is Your Life' story on the building:                             <ul style="list-style-type: none"> <li>Oral evidence: decide who to interview, what to interview and when to interview them.</li> <li>Examine any available pictorial evidence, for example, old postcards of the town.</li> <li>Pictures from newspapers.</li> <li>Photographs.</li> </ul> </li> <li>Prepare a scrapbook which traces the building from its beginning to the present day (don't worry about gaps, leave spaces, information may come to light at a later date).</li> <li>Current owners of the building or the local Historical Society may be good people to approach for help. They should also be interested in the end product.</li> </ul> |
| <p>The final step in any of these studies can be to create a 'time capsule' containing all the findings. This can be buried or presented to the library or historical society.</p>   |  |



Key Stages: 1/2 Years: 4/5

**The Arts**

- changes through the years;
- bags for a particular character;
- music styles of 1940s, 50s, 60s;
- folk songs, lullabies, nursery songs.

**Personal Development & Mutual Understanding**

- remembering important and special events;
- personal memories.

**The World Around Us**

- place;
- interdependence;
- change over time;

**Physical Education**

- respond to music;
- develop and perform simple dances;
- evaluate movements;
- relationship between physical activities and good health.

**FOCUS** Children investigate, compare and contrast lifestyles both today and in the recent past. Through this ICL children examine different aspects of change and the reasons for it.



## A GROWING TOWN

### Suggested Learning Intentions

- Recognise how consumer demands affect industry.
- Understand the importance of using evidence.
- Know how to use a map.

### Suggested Activities

Use traditional and/or digital resources, such as 'Designer' to create an aerial plan of your town, incorporating key landmarks.

Use a 'Roamer' or ICT software such as 'Blackcat Logo' to navigate around a series of landmarks. Identify the position of objects on the plan using grid co-ordinates.

Look at Ordnance Survey maps of the local area in the past. Focus on what has changed over time with a current Ordnance Survey map. Gather information about changes in the local area by carrying out a street trail. Identify the change from buildings related to traditional industry to modern industry, for example, farmland now used for supermarkets. Discuss reasons for this change.

Visit the early 20th Century Street at the Ulster American Folk Park or the Ulster Folk Museum at Cultra. Visit a museum to view local objects over the past 100 years.

Compare street furniture today with that of the past and present results graphically. Design street furniture for the future.

Use the information gathered and ICT software to produce a travel brochure/leaflet promoting your town.

See frameworks for local studies on the back of this booklet ('Rebuilding', 'This is Your Life').

## USE YOUR LOAF

### Suggested Learning Intentions

- Recognise the relationship between continuity and change.
- Be aware of the global economy.
- Identify obvious differences between past and present.
- Understand the importance of recording appropriately.
- Know the most appropriate ways of recording.
- Know the changes that occur to some substances when heated or cooled.

### Suggested Activities

Find out from older members of the community the types of bread consumed in the past. Make a list of the types of bread consumed at home today and compare with those in the past.

Participate in traditional bread making sessions in authentic surroundings at the Ulster American Folk Park. Visit an historical house to see a kitchen from the recent past.

Visit a local supermarket to find out the variety of bread types available. Locate their origins on a world map. Choose one of the countries and compare to our own.

Take part in a bread tasting session and carry out a survey of favourite types. Record and present the outcomes.

Follow the journey of bread from seed to shelf.

Choose a recipe and make some bread, for example, soda bread or scones. Record any changes that take place, such as, the effect of heat when baking. Use ICT software to create an instruction sheet for making bread.

## Motorways vs Rivers

### Suggested Learning Intentions

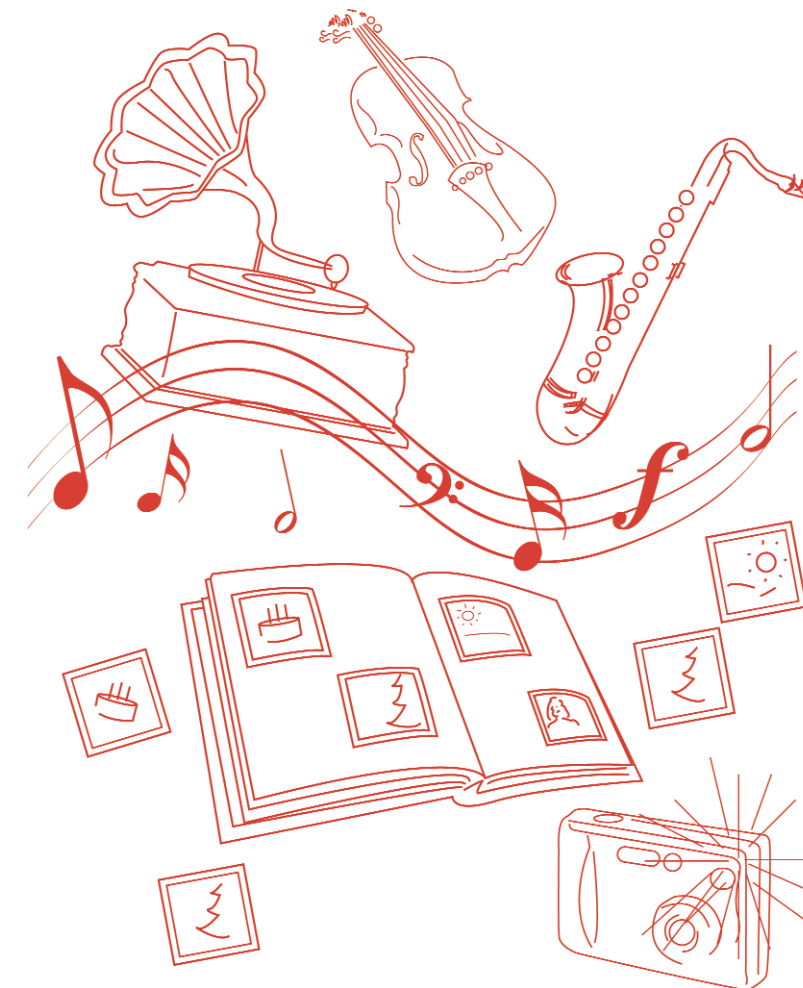
- Understand that travel methods have changed over time.

### Suggested Activities

Brainstorm some of the following questions, 'What is a Viking and where do they come from?'; 'Where did they settle in Ireland?'; 'Why?'; 'How did Vikings travel around?'; 'How do modern Vikings travel?'; 'What did Viking ships look like?'; 'How were they powered?'; 'What did they carry?'; 'Why did Vikings build round towers?'. Compare travel in Viking times to travel today. Consider how travel today has an influence on where we live. Brainstorm the range of methods that humans use to travel large distances.

Design and make a Viking ship. Use the Internet to find more information, for example, the Roskilde site where there are old Viking boats preserved to help. Generate questions about the boats and consider ways to answer the questions.

# LIFE IN THE RECENT PAST



Key Stages: 1/2 Years: 4/5

**The Arts**

- changes through the years;
- bags for a particular character;
- music styles of 1940s, 50s, 60s;
- folk songs, lullabies, nursery songs.

**Personal Development & Mutual Understanding**

- remembering important and special events;
- personal memories.

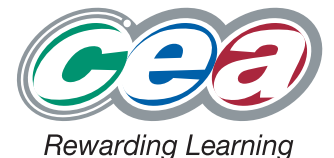
**The World Around Us**

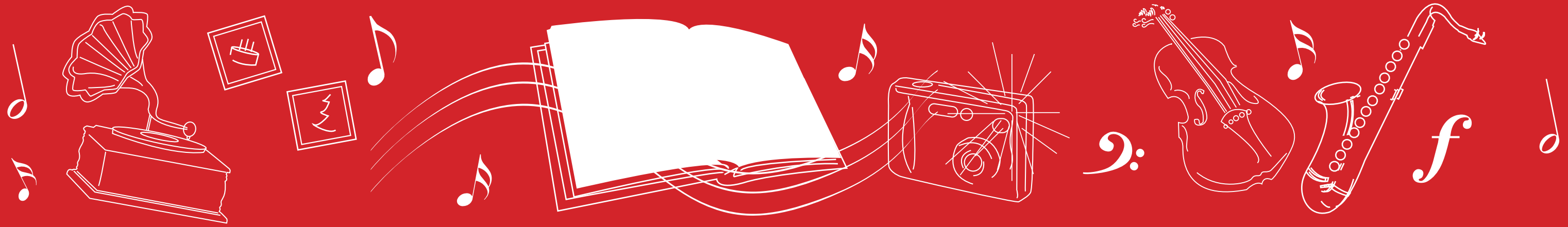
- place;
- interdependence;
- change over time;

**Physical Education**

- respond to music;
- develop and perform simple dances;
- evaluate movements;
- relationship between physical activities and good health.

**FOCUS** Children investigate, compare and contrast lifestyles both today and in the recent past. Through this ICL children examine different aspects of change and the reasons for it.





## MUSIC AND MOVEMENT FROM THE PAST

### Suggested Learning Intentions

- Be able to respond to music using a variety of body actions and movements;
- Be able to contribute to a simple dance performance;
- Understand how music and dance can help to express ideas, moods and feelings;
- Know how to evaluate and improve the movements of themselves and others;
- Understand the relationship between physical activities and good health.

### Suggested Activities

Use a range of stimuli to create and perform dances and movement ideas from the past, for example:

#### 1940's

**Music from World War Two** - 'In the Mood' by Glen Miller, 'Boogie Woogie Bugle Boy' by The Andrews Sisters,

#### Movement ideas

Small, quick travelling steps with light jumps and spins. Forward, forward, back and back sequence. Sway hands from side to side.

#### 1950's

**Rock 'n' Roll** - 'Jail house rock' and 'All Shook up' by Elvis Presley, 'That'll be the day' by Buddy Holly and the Crickets and 'Rock around the Clock' by Bill Haley and the Comets.

#### Movement ideas

Work out a movement to fit with the repetitive motif of the music and combine with the twist for a travelling sequence. Encourage free style dance with air guitar,

#### 1960's

'Let's Twist Again' by Chubby Checker, 'Hard day's night' by The Beatles, 'Pretty Woman' by Roy Orbison and 'Good Vibrations' by the Beach Boys.

#### Movement ideas

Twist on the spot: feet fixed to the ground, while knees and hips swivel from side to side. Twist up and down, gradually bending and straightening your legs to lower and raise your body.

Twist around the room, using the same movement but allowing feet to join in, swivelling from side to side.

Encourage children to think of how to add arms into the sequence. Evaluate own and others' performances.

Consider an enterprise event, for example, organising a 'Music from the Past' evening where the children dress up and perform a dance in front of peers and parents.



# CONTRIBUTION TO THE DEVELOPMENT OF SKILLS

Throughout the areas within this ICL there are opportunities to provide experiences which help to develop the skills of Communication, Using Mathematics, using ICT and Thinking Skills and Personal Capabilities.

## Using Mathematics

- Use an observation sheet and use tally methods to collect data. Transfer this information to a frequency table;
- Draw and label bar charts on given axes which require simple scales;
- Record and access data using ICT and present the information in a variety of ways including horizontal and vertical bar charts, pie charts and pictograms;
- Compare the different forms of representation;
- Plot points using given coordinates;
- Identify coordinates of given points;
- Give and understand instructions for turning through right angles using the four points of the compass language;
- Use programmable devices to explore movement and direction;
- Demonstrate an understanding of angle as a measurement of turn by using for example a programmable device such as Roamer;
- Explore and identify patterns on a calendar and talk about important dates;
- Know the number of days in each month, year and leap year.

## Communication

- Discuss a possible range of sources for finding information and ways of selecting appropriate material;
- Talk and listen to others to generate different ideas;
- Listen and respond appropriately to contributions made by others;
- Use a wider range of language for talking about thinking and learning;
- Use an appropriate vocabulary to express thoughts, feelings and imaginings about experiences/events;
- Contribute ideas and information appropriate to the subject and purpose;
- Talk with increasing confidence in a range of familiar situations;
- Listen and respond to different types of questions;
- Sequence their talk in different contexts and for different purposes;
- Read for specific purposes to assist in addressing a task/activity;
- Consider a possible range of sources for finding and locating information;
- Demonstrate some awareness of the structure of texts and how these can be used to locate information;
- Share information they have found/read with others, including some supporting detail;
- Consider simple methods for collating and recording information;
- Show understanding by recognising some of the main points of a text, paraphrasing and sequencing with some accuracy;
- Begin to identify with characters, feelings, experiences, events in a widening range of texts;
- Talk with others in some detail about what has been read/viewed in class, expressing opinions and listening to the opinions of others;
- Begin to set out clear steps in advance;
- Decide on the form and structure of the task with teacher/peer;
- With teacher/peers, begin to establish the purpose of the writing and discuss the idea of an audience;
- Begin to generate ideas by brainstorming or selecting from information provided by the teacher or through ICT;
- Begin to use appropriate form, showing a sense of structure and organisation;
- Begin to explore different features of language and presentation;
- Work (with or without adults) in pairs, small groups or as a whole class to represent information or ideas for a given purpose;
- Begin to use a widening vocabulary to improve meaning for the reader;
- Organise a range of information and ideas with some clarity.

## CONTRIBUTION TO THE DEVELOPMENT OF SKILLS

### Using ICT

- Compose and edit text on-screen to communicate and develop ideas;
- Select and use appropriate images or sounds and adding text and/or own voiceover;
- Access, select, edit and use information from a range of given digital sources and resources;
- Create and edit text combining sound and/or graphics;
- Collect and enter data, presenting it in graphical form and making observations;
- Present and communicate work in a variety of ways showing some awareness of audience and purpose;
- Carry out and edit a series of instructions to solve problems using digital devices or environments.

### Thinking Skills and Personal Capabilities

**Managing Information:** Asking more focused questions using their own and others' ideas to identify and locate information. Relating current activities to prior knowledge. Beginning to plan next steps, breaking tasks into sub-tasks and setting goals.

**Thinking Problem Solving:** Summarising to show understanding. Sequencing, ordering and ranking along different dimensions. Making comparisons and connections. Testing predictions and looking for evidence. Generating options and suggesting solutions to problems. Being systematic in a task. Explaining methods and opinions, giving reasons for choices and actions.

**Being Creative:** Taking time to use imagination for enjoyment. Showing curiosity, listening to and sharing ideas and experiences. Generating ideas and options, building and combining ideas. Enjoying the unexpected, usual and surprising. Having experiences with all their senses. Experimenting and investigating real-life issues.

**Working with Others:** Developing habits of collaborative learning. Showing the ability to learn from shared and modelled activities. Becoming adept at turn-taking, sharing and co-operating. Deciding what needs to be done and taking personal responsibility for aspects of the work. Showing fairness and respecting other people's feelings and ideas.

**Self Management:** Checking that they are achieving their purpose by talking about what they are learning. Checking their work for accuracy and precision. Persevering with tasks. Reviewing how the work was carried out and some aspect that might be improved. Beginning to work towards personal targets. Seeking help from other people. Developing an awareness of their personal strengths and limitations.



# LIFE IN THE RECENT PAST

## Digital Resources

| ICT Software  | Suggested Websites  |
|---|---|
| <p>Decisions 3<br/>Encanta Encyclopaedia 2001<br/>Encanta World Dictionary<br/>First Workshop<br/>Fresco<br/>Information Magic<br/>Interlinks<br/>Multimedia Textease<br/>My World for Windows<br/>Pawprints<br/>Slideshow<br/>Talking First Word<br/>Young Writers' Workshop</p> | <p><a href="http://www.mtrs.co.uk">www.mtrs.co.uk</a> (Music Teacher's Resource Site)<br/><a href="http://www.cmc.ie">www.cmc.ie</a> (Contemporary Music Centre, Ireland)<br/><a href="http://www.bbc.co.uk/ni/learning">www.bbc.co.uk/ni/learning</a> (interactive material related to BBC programmes)<br/><a href="http://www.folkpark.com">www.folkpark.com</a><br/><a href="http://www.magni.org.uk">www.magni.org.uk</a><br/><a href="http://www.1940.co.uk/history/sound.htm">www.1940.co.uk/history/sound.htm</a><br/><a href="http://www.bbc.co.uk/schools">www.bbc.co.uk/schools</a></p> |

## Traditional Resources

| Books/Teaching material   | Audio/Visual (Media Texts)  |
|---|---|
| <p><b>Sing a Song and play it.</b> [Tunes and songs for children.] <b>Teacher's handbook</b>, Eithne Vallely (Armagh Pipers Club:1975)<br/><b>Ireland's Cultural Heritage in Words and Music</b>, Elizabeth Quinn, BQ Publications<br/><b>Granny's Jungle Garden</b>, Colin West (A&amp;C Black:1999) ISBN: 9780713649819<br/><b>Explore Music Through Poetry and Rhyme</b>, David Wheway and Shelagh Thomson (Oxford University Press:1993) ISBN:0193218704<br/><b>Explore Music Through Stories</b>, David Wheway and Shelagh Thomson (Oxford University Press:1993) ISBN: 0193218682</p> | <p>'Rolling Back the Years' The World Around Us: The Way We Live (BBC television: 2004)</p> |

# LIFE IN THE RECENT PAST

## Organisations

| Useful Contacts | Places to Visit   |
|-----------------|---|
|                 | <p><b>Ulster Museum</b></p> <p><b>Ulster American Folk Park</b></p> |

Please note that the above resources are those that have been recommended by teachers who have contributed to the development of this ICL. At the time of printing, the suggested websites are live.

