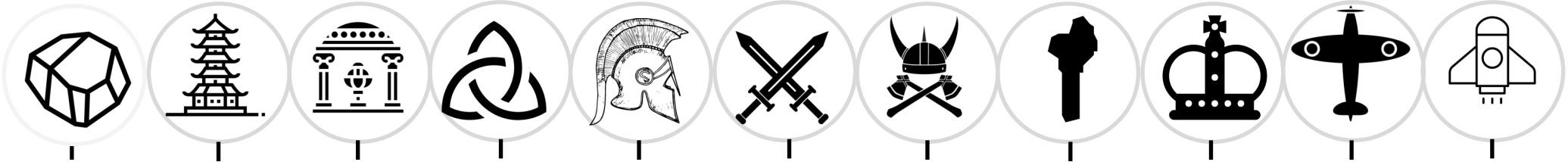


Year 1:

HISTORICAL CONTEXT: Nursery Rhymes : learning about then and now



KEY VOCABULARY:

Past	Something that has already happened
Present	Happening now
Living Memory	Comparing our lives with the recent past
Nursery Rhyme	short songs and verses often read or sung that rhyme
Artefacts	a man-made object, such as pieces of art or tools, that is of particular cultural, historical or archaeological interest.

Pupils should be taught about: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

As Historians we will:

Compare different Nursery Rhymes.– Wee Willie Winkie

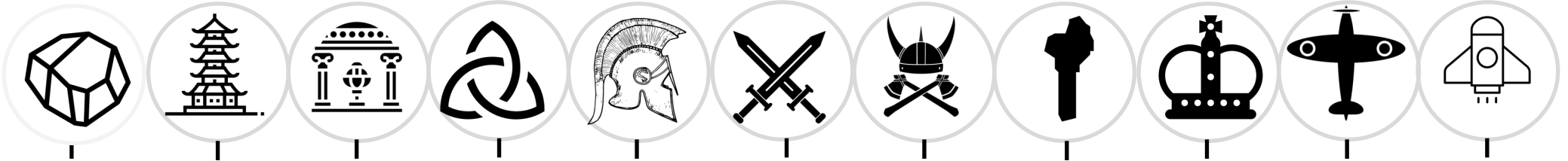
Learn about the past and present: Polly Put the Kettle on.

Develop thinking skills: Jack and Jill



Year 1:

HISTORICAL CONTEXT: Nursery Rhymes : learning about then and now



Session 1:

Lesson Objective

- children are able to distinguish between old and new variants of the same object
 - children are able to talk about the past as being different from the present
 - children are able to recognise images of the past in familiar pictures
- children recognise that the picture versions of the rhyme may be different in some ways but they are the same rhyme

Starter

KWL-

Start the lesson by slowly revealing a picture of a famous nursery rhyme, using slide 2 of the PowerPoint presentation on your interactive whiteboard or data projector. As more of the picture is revealed so more begin to guess. For those who do not know the story, don't tell them yet, for this is the purpose of the lesson, to compare clues in different versions of the story.

Main

Work Through PP

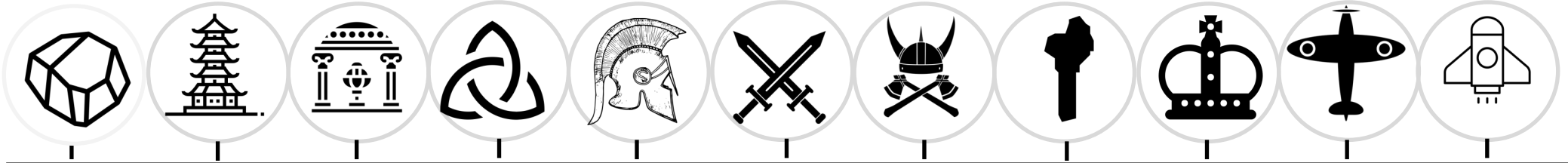
<https://www.keystagehistory.co.uk/keystage-1/comparing-different-nursery-rhymes-wee-willie-winkie/>

Plenary

You can play Kim's game as a final plenary, taking away objects from either table and asking the children to name the missing object and whether it is old or new.

Year 1:

HISTORICAL CONTEXT: Nursery Rhymes : learning about then and now



Session 2:

Lesson Objective

- Children can make valid distinctions between the past and the present
- They can identify aspects of the past in a picture of a familiar rhyme
- They can speculate as to how the old kettle was heated
They learn about staying safe when dealing with heated objects

Starter

RECAP:

Children are shown a clear picture of a nursery rhyme (slide 2 from the downloadable PowerPoint presentation); *Polly Put the Kettle On*, but without the words. They are asked to say if they think this is a picture from nowadays or a long time ago. Clearly their grasp of any more precise terms for the past is going to be very fragile, but this short discussion helps you to tune into their vocabulary. They are then asked to think about how they know it is not from nowadays.

Typical replies are: *They are wearing old-fashioned clothes. We don't wear clothes like that any more.*

Main

Follow PowerPoint

<https://www.keystagehistory.co.uk/keystage-1/polly-put-the-kettle-on-learning-about-then-and-now-past-and-present/>

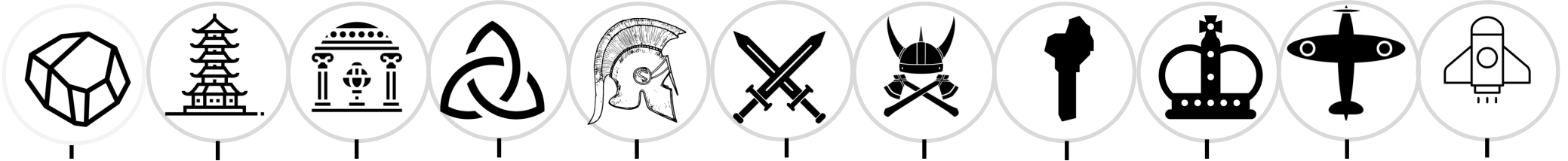
Plenary

Consolidate learning by asking what the main differences between the old and the new kettle are. The children should be able to talk about the lack of switch and electricity; not easy words but asking the children to use them will help expand their vocabulary with words that will be needed later with any topic on homes or wash-day.

By making the lesson active, with a few props the children get a clearer idea of 'then and now', 'old and new' and how we can tell from pictures and objects.

Year 1:

HISTORICAL CONTEXT: Nursery Rhymes : learning about then and now



Session 3:

Lesson Objective

- to use clues to establish who the character from the nursery rhyme might be to identify features from a nursery rhyme in an unfamiliar picture

Starter

RECAP

To introduce the unit, the three Year R teachers dressed up as nursery rhyme characters (Queen of Hearts, Jack and Little Bo Peep), with appropriate props. They then acted out the key action of the rhymes (but Jack had forgotten who he was, of course). See slide 2 of the PowerPoint presentation.

Main

Follow PowerPoint

<https://www.keystagehistory.co.uk/keystage-1/using-nursery-rhymes-to-develop-thinking-skills-in-yr-jack-and-jill-and-the-queen-of-hearts/>

Plenary

Using slide 4 of the presentation the children were asked in pairs to work out which rhyme this was and to give three reasons for their answer. Then to really challenge the pupils they were asked if they could tell if the picture showed the beginning or the end of the rhyme, again explaining their answer.