



# KSI Technology – changes within living memory

## How has technology changed our lives over the last 60 years?



### Knowledge and Understanding Objectives

This unit looks at the changes in technology over the past 60 years. The children will begin by thinking about the term 'technology' and what that means. They will then consider the technology that they use in their everyday lives. The lessons then look back at technology of the past, spanning 60 years. Lessons 2, 3 and 4 focus on a specific kind of technology e.g. technology to help us write, talk and be entertained. Children will make comparisons between technology of the past and the modern day, thinking about how our lives have changed with the advances in technology. The lessons then move on to thinking about historical figures in the history of technology, e.g. Tim Berners-Lee and the impact his inventions have had. Throughout all of these lessons, children will discuss what things we do to help us find out about the past. The children will learn about being a history detective and will be encouraged to ask questions, make comparisons and use evidence to help them come to conclusions.

### Overview of Learning

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some ways in which we find out about the past and identify different ways in which it is represented.

**Pupils should be taught about:**

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

### Key Vocabulary To Explain

after, before, different, evidence, **modern**, new, now, old, **past**, **present**, same, technology, then, today, **timeline**.

Words in bold relate to the themes, concepts and skills that run throughout the whole history curriculum. Children will need to know the meanings of these words and have examples of them in context. These concepts will be built upon throughout the rest of the history curriculum.

### Previous Learning

**EYFS– Understanding the world**

- Talk about the lives of people around them and their role in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books and storytelling.

### Future Learning

**Y3** Children will observe evidence to ask about the past and come to conclusions based on what they have seen. Children will, with support, begin to explain the concept of change over a long period of history.

**Y4** Children will explain the concept of change over time and represent this with evidence, and begin to discuss the reliability of sources.

**Y5** Children will discuss whether the evidence is reliable and explain why and will identify periods of rapid change in history.

**Y6** Children will use sources of information to form conclusions about the past.

### Theme and concepts

**Themes & Concepts:**

Society & Community

**Substantive concepts explicitly taught:**

Trade, Industry

### Misconceptions

In these lessons children focus on technology that was used 60 years ago. They must not assume that the technology that was used 60 years ago was invented 60 years ago. E.g. the typewriter was commonly used 60 years ago, but was actually invented 100 years prior.

# Unit Overview

## How has technology changed our lives over the last 60 years?

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<b>Key question:</b>	<b>Key question:</b>	<b>Key question:</b>	<b>Key question:</b>	<b>Key question:</b>	<b>Key question:</b>
How can we find out about the past?	How has technology changed how we write?	How has technology changed how we talk?	How has technology changed the way we are entertained?	Who are the important inventors in the history of technology?	<b>Final Response-</b> How has technology changed our lives over the last 60 years?
<b>Historical Skill:</b> Evidence and Interpretation	<b>Historical Skill:</b> Historical Significance	<b>Historical Skill:</b> Change and Continuity	<b>Historical Skill:</b> Chronology	<b>Historical Skill:</b> Cause and Consequence	<b>Historical Skill:</b> Similarity and Difference
<b>Substantive concepts build on:</b> Trade, Industry	<b>Substantive concepts build on:</b> Trade	<b>Substantive concepts build on:</b> Trade, Industry	<b>Substantive concepts build on:</b> Trade, Industry	<b>Substantive concepts build on:</b> Industry	<b>Substantive concepts build on:</b> Industry
<b>'Hands On' History</b> These lessons would benefit from being as practical as possible. Any opportunity for the children to look at technology, ask questions about it and use technology from different eras would be a great experience for the children and would further enrich the content of the planned lessons. Below are some practical ideas for each lesson of this unit.					
Children should have the opportunity to look at and handle <b>different types of technology if possible- from different decades.</b> The pictures show a variety of technology, but any hands on opportunities would be beneficial.	If you have access to a <b>typewriter that could be brought into the classroom-</b> this would be beneficial for the children to actually see it and even see how it works. If one isn't available you could show the children an <b>online video clip of a typewriter being used.</b>	If you have access to a <b>rotary phone that could be brought into the classroom-</b> this would be beneficial for the children to actually see it and even see how it works. If one isn't available- you could show the children an <b>online video clip of a rotary phone being used.</b> If you have a <b>telephone box near school,</b> this would be a good opportunity to take the history lesson outdoors! Have a walk to it and see what its function is in the modern day.	No additional resource requirements.	No additional resource requirements.	Children will be recapping the technology that they have looked at throughout this unit- so if you did have some 'hands on' experiences for the children- keep them for this lesson.

### Stretch Challenge ideas across the unit

#### Children could:

- Reason about the reliability of sources presented to them.
- Compare sources and evaluate them, coming up with their own historical interpretation.
- Compare different periods in time and say what is the same and what is different.
- Consider how the future might be impacted by the events of the past.
- Make statements which are justified by historical evidence.

### Assessment

- The knowledge organiser can be used to support children. This could be on display, on the tables, sent home or used for pre-teaching key vocabulary or concepts.
- The post-unit test can be used to assess the knowledge and understanding objectives taught throughout the unit. This can be done independently or in small groups with a teacher. These are based on 'I can' statements.

