

BBC

Learning Scotland



Autumn 2008

Thursdays 11.45–12.00

9 and 16 October

BBC2

Unit Two

Curriculum for Excellence

These notes relate to re-transmitted programmes, and were conceived within the 5–14 framework. While the 5–14 terminology has been retained, teachers are encouraged to consider the content in terms of its contribution to promoting successful learners, confident individuals, responsible citizens and effective contributors.

What? Where? When? Why?

Autumn 2008

Unit Two

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Introduction to the series

The programmes

The *What? Where? When? Why?* series is designed to enhance the Revised Environmental Studies 5–14 guidelines at levels A and B. Each unit contains a wealth of opportunities to stimulate the natural curiosity, enthusiasm and imagination of all young learners. Children are encouraged to develop and formulate meaningful questions about their environment, their place within it and the factors, both past and present, that have shaped it. Each unit will focus on knowledge, understanding and skills, as well as ideas central to developing informed attitudes about responsible citizenship, sustainability, social equity and diversity.

Each programme can be used to initiate or enhance a unit of study in the classroom.

The aims of the series

The series has been devised to:

- use the environment in its widest sense to enrich the entire learning and teaching process
- provide children with a greater knowledge and understanding of the world in which they live
- develop skills involving critical thinking and problem solving
- help pupils begin to appreciate and develop attitudes informed by their understanding of social and environmental issues
- encourage pupils to recognise and value a commitment to learning which helps them further make sense of the world in which they live
- help pupils reflect on how they as individuals contribute to their environment and culture when they make decisions and decide upon courses of action
- enhance the appreciation of the inter-relationship of all living things and their environment.
- help cultivate consideration of natural, cultural and historic heritage
- provide teachers with practical advice and exemplification of a range of popular units of work at levels A and B Environmental Studies 5–14
- offer teachers a focused approach to the development of a unit which is manageable in the classroom
- provide teachers with clear and structured questions and activities which use the ideas and strategies embedded within the revised Environmental Studies 5–14 guidelines and yet enable individual approaches to suit particular requirements
- recognise that learning takes place in the world beyond the classroom and provide Parent Prompts which offer opportunities for parents and carers to enjoy and interact with their child.

Getting the most out of the programmes

To use the programmes successfully:

- pre-record and view each programme, so that you will be fully prepared for the classroom viewing session.
- set up a display of books and artefacts for each unit as it is studied.
- make sure the children know the key words which will be used in each programme, by using the key word banks given in the notes.
- before using the programmes, ask the children what they already know and what they would like to find out. Make a display of these questions so you can refer back to them.
- consider using some of the question mark breaks in the programme to pause and develop briefly a point with the children, using the key words where possible.
- arrange visits to places connected with the programmes, and/or invite visitors to the classroom, to give the children some first-hand experience.
- at the end of the programme, ask the children to give you three or four of the key words or facts they have learned.

The Teacher's notes

The support notes provide:

- a 5–14 Forward Plan of outcomes, strands and attainment targets focused on specific Learning Outcomes, to aid effective learning and teaching. This is directly linked to the activities, worksheets and assessments, in line with Revised Environmental Studies 5–14 National Guidelines.
- a page about the presenters of the programmes, The Happy Gang.
- introductory pages for each unit.
- a page of notes for the teacher for each programme. This provides a brief programme synopsis, suggestions for introducing the programme to the children, a list of key words, four key questions to test the children's understanding of what they have seen in the programme, and suggestions for extension work.
- worksheets for each programme.
- a parent prompt sheet for each programme.

The presenters

Mr P, Nicky, and Spatz

The Happy Gang (Mr P, Nicky and Spatz) present *What? Where? When? Why?* They are an established group of children's entertainers who have performed in schools and theatres.

The songs and music in the programmes are composed and performed by them.

They use certain catch phrases. For example, when they get an idea, they say, 'Ping!', and they always do a circular wave when they say 'Cheerio!'

Nicky usually wears pink and lime
green and she's a bit of a joker!
Oh, and — a- a- **atishoo!** —
she's *always* sneezing.



Mr P is always ready to fall asleep and he finds quiet corners to curl up in! He usually wears orange and royal blue. He tends to rush into situations and often ends up in a bit of a muddle.

Spatz is always hungry, and is for ever on the look-out for food. Apples are his favourite! He usually wears yellow and purple. He takes a real interest in the natural world and is good at solving problems.

The Happy Gang song — the signature tune

If your curiosity
is affected
by something you hear or see
get connected.
Don't be scared to try,
'What? Where? When? Why?'

Forward plan Environmental Studies: Social Subjects

Programmes 1, 2

Attainment outcome focus: Social subjects – People in the Past

Level A/B

Strands	Pupil experience: what pupils should learn	Resources	Assessment
Knowledge and understanding	Pupils will be able to	BBC programmes, teachers' notes, worksheets	Children should peer-assess and self-assess their learning using the assessment sheet.
People, events and societies of significance in the past	<ul style="list-style-type: none"> – give examples of people and events in the past that are important to them in relation to their families (level A) – give examples of stories they have heard that give them information about the past, and describe what they have learned (level A) – describe some features of their or others' grandparents' lives (level B) 	'After the programme' discussions, using 'What? Where? When? Why?' questions as starting points	Teachers can add their assessment to the sheet.
Developing an understanding of distinctive features of life in the past and why certain societies, people and events are regarded as significant.	<ul style="list-style-type: none"> – describe changes that have led to present circumstances in relation to their lives, e.g. clothes and recreation (level B) – give some reasons why these changes took place (level A/B) 	Suggested activities, and the resources recommended for them, are listed within the notes for each programme	
Change and continuity, cause and effect	<ul style="list-style-type: none"> – sequence a small number of pictures/objects from different periods in chronological order (level B) 		
Time and historical sequence			
The nature of historical evidence	<ul style="list-style-type: none"> – describe what old photographs/films, etc, can tell them about grandparents' past. (Level A) – suggest some simple types of evidence that would tell them about their grandparents and ways they have developed from the past. (Level B) 		
Developing an understanding of the variety of types of historical evidence and their relative significance.			

Forward plan Environmental Studies: Social Subjects

Programmes 1, 2

Attainment outcome focus: Social subjects – People in the Past

Level A/B

Strands	Pupil experience: what pupils should learn	Resources	Assessment
Skills in social subjects	Pupils will be able to	BBC programmes, teachers' notes, worksheets	Children should peer-assess and self-assess their learning using the assessment sheet.
Preparing for the tasks	<ul style="list-style-type: none"> – suggest ways of finding answers to given questions (level A) – identify simple approaches to tackling tasks and solving problems by asking questions and making suggestions (level B) – identify some relevant sources of information from those readily available (level B) 	'After the programme' discussions, using 'What? Where? When? Why?' questions as starting points	Teachers can add their assessment to the sheet.
Planning tasks in a systematic and logical way.			
Identifying appropriate sources of information			
Carrying out tasks			
Selecting relevant information, observing, finding and recording	<ul style="list-style-type: none"> – find simple pieces of information e.g. from displays, fieldwork, picture books or written sources (level A) – select and record information for a given purpose, e.g. from a display, talk, film or book (level B) 	Suggested activities, and the resources recommended for them, are listed within the notes for each programme	
Reviewing and reporting on tasks			
Presenting findings in an appropriate and coherent way.	<ul style="list-style-type: none"> – present work to class by contributing to a classroom display and giving oral/written accounts of their part in class activity (level A) – present findings in a report, e.g. written, talk, and poster (level B) 		
Presenting conclusions that are relevant to the given purpose or issue.	<ul style="list-style-type: none"> – answer simple questions from the teacher on what they have found out (level A) – present some simple conclusions based on their findings (level B) 		

When Gran and Grandpa were young

Introduction to the unit

Both programmes in this unit look at life when grandparents were young in the 1950s and 1960s. The first programme looks at clothes and people. The Happy Gang see how different lifestyles were, from music and entertainment to shopping for food. The second programme focuses on school life, in particular school dinners and playground games.

Suggested resources

Folens Primary History: Britain Since 1948 (Folens code FC9850) ISBN 1-84303-985-0

Folens History in Action: History 1 (Folens code FC7521) ISBN 1-84303-752-1.
(Good section on toys today and in the past.)

Folens Primary Specials! Series: How Life has changed since 1948 (Folens code FC0632)
ISBN 1-84303-063-2. (Support material for culture of the time.)

61 *Co-operative Learning Activities* (Walch Publishing) ISBN 0825128730

How to Succeed with Co-operative Learning (Curriculum Corporation) ISBN 1863667563

<http://www.atschool.co.uk> (subscription required — a range of activities to support grandparents topic including whiteboard activities)

<http://www.teachernet.gov.uk> (good links for many useful sites)

<http://www.fashion-era.com> (for reference)

<http://www.decadesvintage.com>

<http://www.beatles.com> (suitable for smartboard activities)

<http://www.woodlands-junior.kent.sch.uk> (playground games)

<http://www.oldtimecandy.com>

<http://www.gameskidsplay.net>

<http://www.playgroundfun.org.uk>

Programme One **People and what they wore**

—Transmission date 9 October 2008

Content

The Happy Gang are getting the flat ready for Uncle Stewart's birthday. Mr P has found old records and a record player in Granny Tait's attic. This provides the inspiration for the theme for the party, 'The Good Old Days'. The Gang decorate the flat in the style of the 1950s and 1960s and dress up in the clothes that were worn during this time. The party is a great success and Uncle Stewart tells the Gang all about his life during the 1950s and 1960s.

Learning outcomes

The learning aims of Programme One are

- to help the children identify with simple aspects of home life during the 1950s and 1960s
- to develop an awareness of the changes in lifestyle between the 1950s and 1960s and the present day
- to identify aspects of the past which have brought about changes in the future
- to raise the children's awareness of the developments in technology, such as music centres, televisions and communications, since the 1950s and 1960s.

Suggested resources for the activities

Pictures of record player (available at <http://www.fashion-era.com>).

Camera.

Black and white photographs.

Pictures of 1950s and 1960s clothes especially Carnaby Chic and Teddy boys (available at <http://www.fashion-era.com>)

Music from 1950s and 1960s.

Beatles pictures & records (see web link above).

Signs for shops in structured play activities.

After the programme

What did Mr P find in the attic?

Where did people go to buy things like potatoes, bread and mince?

When were the 'Good Old Days'?

Why were The Happy Gang tidying Uncle Stewart's house?

Activities

Before the programme

- 1 Discuss fashion, and the way we buy and wear clothing today. Talk about the range of items we have to choose from. Discuss the kind of home entertainment, including television and DVD players, that we have nowadays. Focus on the options available to us and the ease of using modern equipment.
- 2 Using artifacts and images from internet, discuss the difference and similarities between records, record players and television from the 1950s and 1960s and those we have today.
- 3 Look at pre-decimal money. Discuss how much could be bought with equivalent amounts. What can 5p buy today compared with what a pre-decimal shilling would buy.

After the programme

- 1 Write and send letters to grandparents of the pupils inviting them to come in and talk about the 1950s and 1960s.
- 2 In home corner or structured play area, set up traditional shops as they were in 1950s and 1960s. Encourage children to make shopping lists, and to serve and be served as happened in the 1950s and 1960s. Talk about the small amounts of things that people bought and why.
- 3 Wash some dolls clothes by hand using scrubbing a board. Elicit phrases describing how washing clothes by hand differs from washing clothes today.
- 4 Listen to music from 1950s and 1960s compare it with today's music. Ask the pupils if they think the music sounds different. Why do they think this is?
- 5 Watch films of dancing in the 1950s and 1960s. What do the pupils notice about the way people danced then compared to the discos and parties of today?
- 6 Help the pupils to learn dances from 1950s and 1960s.

Assessment

- Pupils should show an ability to ask topic specific questions of visiting grandparents.
- Pupils should be able to compare and contrast home life in the 1950s and 1960s with their home life now.
- Observe pupils at structured play in the shop and washing dolls clothes.
- Pupils should be able to recall facts from the programme and from their own research. Use Worksheet 1, and a 'think, pair, share' procedure as follows.
 - 1: Think* Children initially work on their own, either writing all the facts they can remember or have thinking time to recall all the facts they can remember. They do not share with the class at this point.
 - 2: Pair* Now the children work with a partner and share their facts. Mixed ability pairs works better with this task. At this point encourage the pupils to talk about what they have remembered.
 - 3: Share* Pupils should share their findings with the class. The teacher should monitor the pupils at each stage.

antiques

good old days

home movie
trams

The Coronation of Queen Elizabeth

Carnaby Chic

Teddy boys

Name _____

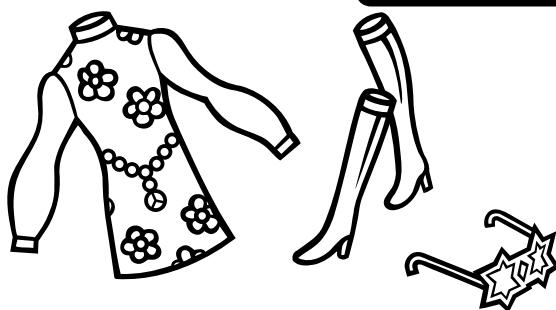
You have been learning all about Uncle Stewart's life during the 1950s and 1960s. In each box, write two facts that you can remember from the research you have done, or from the programme.

Antiques



1 _____
2 _____

Clothes



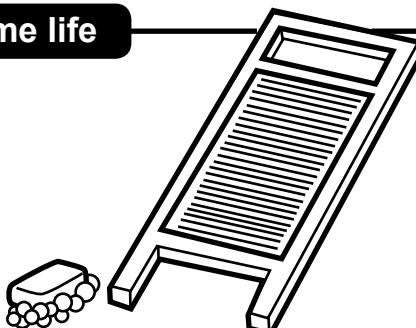
1 _____
2 _____

Technology



1 _____
2 _____

Home life



1 _____
2 _____

Now share your facts with a partner and discuss them.

Use this time to choose different facts if you want to change your mind.

Name _____

Life in the 1950s and 1960s

In school we have been looking at lifestyles in the 1950s and 1960s. We talked about music, clothes, technology and shopping.

Back in time part 1

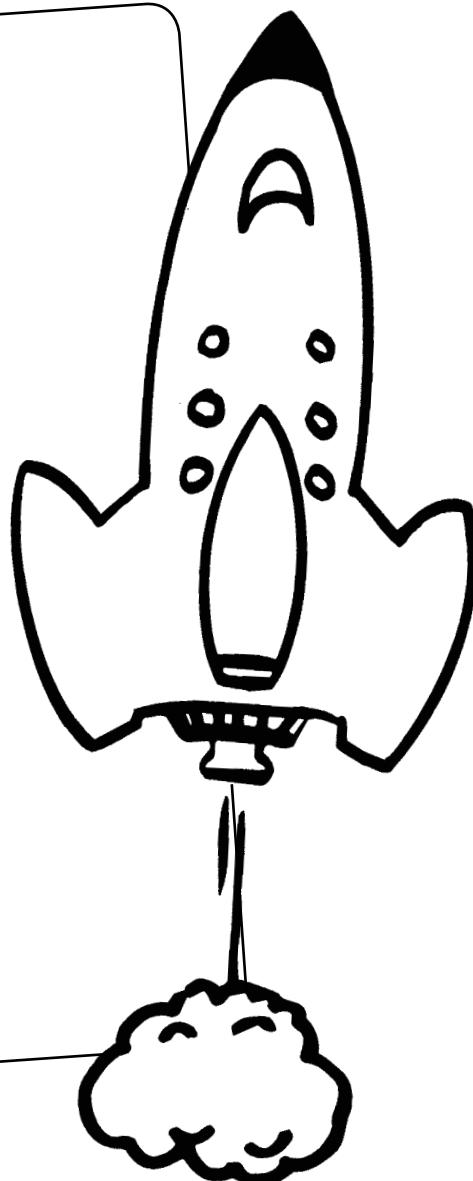
Just think of how it used to be
When Gran and Grandpa were quite wee.
No mobile phones, no video,
Forty something years ago.

Skirts grew short and hair grew long,
Hear the groovy Beatles song.
Wear clothes made of Terylene,
Twiggy's on a magazine.

Check out the new technology,
One channel only on TV.
President John Kennedy
Will put man on the moon they say.

No trips abroad in Grandad's day,
Let's book a Blackpool holiday.

Let's go back in time.
Let's go back in time.



It's good to talk

Using the words of the song to help you, have fun talking about all the changes you can think of.

Programme Two **School and games**

— Transmission date 16 October 2008

Content

The Happy Gang are preparing a packed lunch for a school trip. Granny Tait is surprised at the quantities and types of foods included in the packed lunch. This prompts a discussion about the types of foods and sweets that Granny Tait used to eat as a young girl. The Happy Gang also return to school as it was during the 1950s and 1960s and discover that there are many changes.

Learning outcomes

The learning aims of Programme Two are

- to develop an awareness of school life during the 1950s and 1960s
- to experience foods from the era
- to develop an awareness of why foods and menus have changed
- to experience and play traditional games from 1950s and 1960s
- to compare and contrast the differences in life between the 1950s and 1960s and the present day.

Suggested resources for the activities

Recipe books with traditional recipes.

Pictures of food, sweets and school rooms.

Instructions and equipment for playground games.

After the programme

What types of foods and sweets did people eat during the 1950s and 1960s?

Where did the new kinds of food, like kebabs and wraps, originate from?

When children misbehaved in class, how were they punished?

Why did people have bad teeth or have to wear false teeth (*falsers*) in the 1950s and 1960s?

Activities

Before the programme

- 1 Look at, and if possible try, some of the traditional foods and sweets of the 1950s and 1960s. Discuss the need for this type of diet.
- 2 Ask the pupils to try to work out why foods and menus have changed dramatically since the 1950s and 1960s.

Ask the pupils to complete the first part of Worksheet 1 using the co-operative learning procedure (think, pair, share). Prompt them to think about factors such as

- changes in transport
- people from other cultures coming to live in Scotland
- changes in methods of storing and preserving food.

Depending on the ability range and nature of the class, this activity can also be completed in teacher-led small groups. Photocopy, enlarge and laminate the worksheet and use it to lead the activity. Give the children thinking time, then discuss their suggestions before entering them on the board.

After the programme

- 1 If possible, arrange a visit to Scotland Street School in Glasgow.
- 2 Talk about why children played outside more. Think about the lack of entertainment within the house, how bedrooms were used simply for sleeping in rather than as personal space. Housework was very manual, and children could get in the way. Streets did not have such high volumes of traffic, and so were safer places to play in.
- 3 List as many differences as you can between school life then and now.
- 4 Have a playground games day. (Where possible, involve grandparents.)
- 5 Ask the pupils to complete the second part of Worksheet 1, following the same procedure as they used in the first part. Use evidence from the programme and personal research to list the reasons why foods and menus have changed.

Assessment

- Pupils should be able to accurately recall facts learned from the programme and from their research.
- Using the evidence they have gathered, pupils should be able to give appropriate descriptions of, and reasons for, the changes in foods and menus.

Kiwi fruit

Scotch broth

mango

the strap

gob stoppers

ink well

marbles

aniseed balls

penny chews

hula hoop

black jacks

hopscotch

bull's eyes

teacher's gown

Name

Part 1

The food we buy from supermarkets and at restaurants is very different from the food that was available to our grandparents.

What do you think has brought about the changes? List your reasons below.

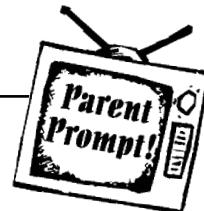
Now share your answers with a partner and discuss them. Use this time to change your answers if you want to.

Part 2

Now that you have watched the programme, think again about the changes in the foods we eat now.

Based on the programme and your research, make a new list of the reasons for the changes.

Now share your answers with a partner and discuss them. Use this time to change your answers if you want to.



Name _____

Food in the 1950s and 1960s

In school we have been looking at lifestyles in the 1950s and 1960s.

We talked about the kind of food our grandparents would eat.



It's good to talk

Talk about traditional Scottish foods like porridge, Scotch Broth and mince and tatties. Were there any you especially liked or disliked?

Can you remember old fashioned sweet shops, where you chose the sweets from rows and rows of jars?

Make a list of your favourite traditional foods, and your favourites from today. Do you both have the same favourites?

Back In Time part 2

Let's take a journey back in time
Long before you were alive,
When Gran and Grandad were just like
you
Young and wild and carefree too.

Hula Hoops were all the rage,
You rode around on roller skates.
Pop music had just begun,
And Cliff was only 21.

No Chinese food, no takeaways,
You ate the same food every day.
No fancy fruit; no aubergine,
No supermarkets to be seen.

Put on vinyl 45s,
And dance to Elvis – Jive jive jive.

Let's go back in time
Let's go back in time

Favourite foods

Then

Now

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____