

Subject: History
grandparents have?

Year 1

What entertainment did my

NC/PoS:

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 of the ways in which we find out about the past and identify different ways in which it is represented.

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

Prior Learning (what pupils already know and can do)

How is my Family similar or different to yours.

- Children should have an understanding of who grandparents are to them.

End Points (what pupils MUST know and remember)

- Know the definition of entertainment and talk about forms of entertainment.
- Know what types of entertainment are available to them as children.
- Knowledge of specific entertainment forms popular when their grandparents were there age.
- Compare past and present forms of entertainment

Key Vocabulary

Radio, film, television, books, storytelling, dance, sport, game

Component 1: LO: to understand what the word entertainment means.

Assessment Activity: Begin by asking students what they think "entertainment" means.

Use a show of hands or a "thumbs up/thumbs down" activity to assess their confidence in their answers.

Starter Discussion :

Teacher asks students what they enjoy doing in their free time (e.g., playing games, watching cartoons).

Introduce the term "entertainment" and explain that it refers to activities that make us happy or keep us busy.

Input

Story Time :

Read a short story about a character who enjoys various forms of entertainment (e.g., going to the cinema, playing outside).

Pause to ask questions during the reading, such as "How does this character have fun?" or "What makes them happy?"

Independent activity

Creating an Entertainment Collage :

Materials: Magazines, safety scissors, glue, and A3 paper.

Each student creates a collage representing different forms of entertainment. Encourage them to cut out pictures and add drawings that depict their favourite activities.

After 10 minutes, have a sharing session where students explain their collages to a partner.

Adaptation for More/Less Confident Pupils

- **Less Confident Students:** Provide pre-cut images and samples of collages for inspiration. Encourage them to explain one form of entertainment rather than creating a full collage.
- **More Confident Students:** Challenge them to write a short sentence or two about why they enjoy a specific form of entertainment or ask them to include fewer common forms of entertainment in their collage.

Component 2: LO: To know what types of entertainment are available to them as children.

Evaluation of Prior Knowledge

At the beginning of the lesson, the teacher will engage pupils in a brief discussion about what they enjoy doing in their free time. The teacher will ask questions such as:

"What do you like to do when you finish your schoolwork?" "Can you tell me about your favourite game or activity?"

Starter Activity

.Start with the question, "What is entertainment?"

Introduce a few examples such as playing outside, watching cartoons, or reading. Use visuals (pictures or props) to engage students.

Input

Introduce the topic of different types of entertainment available to children in the local context. Use images and simple diagrams to illustrate various forms of entertainment such as playgrounds, parks, indoor play areas, and digital entertainment like apps and games.

As the teacher shows each image, they will ask the class questions like, "Who has been to this playground?" or "What games do you play on your tablets?"

Independent Activity

Students will work in pairs to create a "My Favourite Entertainment" poster. They will draw or stick pictures of their favourite activities and then write one or two words describing each activity. Explicit guidance will be given on how to structure their posters.

Adaptation for More/Less Confident Pupils

More Confident Pupils:

- Encourage them to write short sentences about why they enjoy their chosen activities and to include additional images or drawings.
- Provide materials that allow them to expand their posters with more creative flair (e.g., stickers, glitter).

Less Confident Pupils:

- Pair them with a teacher or a more confident peer who can assist in brainstorming ideas.
- Provide sentence starters, such as "I like playing... because...", for those who may struggle with writing.

Component 3: LO: I know what forms of entertainment my grandparents had when they were my age.

Evaluation of Prior Knowledge

Before beginning the lesson, the teacher will assess students' prior knowledge by prompting a discussion on entertainment. This can include asking questions such as:

"What activities do you like to do for fun?"

"Can anyone tell me what their family does for entertainment on the weekends?" This will help gauge their understanding of entertainment and set the context for learning about previous generations.

Starter activity

Show the children different pictures of forms of entertainment their grandparents would have, such as TV shows. Ask the children if they recognise any of what they see. (show the children pictures of original scooby do.

If possible, ask children's grandparents to come in to talk to the children about entertainment they had.

Independent Activity

Family Entertainment Timeline:

Materials: Large sheets of paper, crayons, and markers.

Instructions: Students will draw a line down the middle of their paper. On one side, they will depict activities they enjoy, and on the other, they will illustrate activities that their grandparents enjoyed as told by their parents or grandparents.

Adaptation for More or Less Confident Pupils

- Less confident pupils: Provide a template for the Family Entertainment Timeline with example images or phrases that they can colour in or trace. Pair them with a more confident peer for support during discussions.
- More confident pupils: Encourage them to interview their grandparents to gather more detailed information. They could also present a short story of a historical entertainment event they find interesting during the plenary.

Component 4 LO: To compare modern day Scooby do to Scooby do that my grandparents watched.

Evaluation of Prior Knowledge

Begin the lesson by engaging students in a class discussion about Scooby-Doo. Ask them if they know who Scooby-Doo is, and if they have seen any Scooby-Doo shows or films. To evaluate prior knowledge, encourage students to share any memories or knowledge they may have about older cartoons or television shows. This will help assess their understanding of both the concept of cartoons and the notion of time and change.

Starter

Begin the lesson with a short video clip of an old Scooby-Doo episode.

After the clip, ask simple questions: "What did you see? Who are the main characters?" This helps to engage students and stimulate discussion about the characters.

Introduce the lesson objective: "Today, we are going to find out how Scooby-Doo has changed since our grandparents were young."

Input

Using a large poster or board, draw a simple Venn diagram with two overlapping circles labelled "Old Scooby-Doo" and "Modern Scooby-Doo."

Explain each section of the diagram: the left circle for characteristics of old Scooby-Doo, the right for the modern version, and the overlap for similarities.

Discuss features such as animation style, character design, types of adventures, and humour. For instance, mention that the old Scooby-Doo had hand-drawn animation, while the new ones use computer graphics.

Independent Activity

- Divide students into small groups and provide each group with a worksheet containing two columns titled "Old Scooby-Doo" and "Modern Scooby-Doo."
- Each group should brainstorm with the help of the teacher to fill out the columns, focusing on visual elements (like colours, shapes) and themes in the storylines.
- Circulate among the groups, encouraging discussions, providing prompts, and helping less confident students by offering sentence starters, such as "In the old Scooby-Doo, I noticed" or "*The modern Scooby-Doo has.*"

Adaptation for More/Less Confident Pupils

- For more confident pupils, encourage them to find specific examples from the show to support their points. They may even be tasked with researching a fact about the creation of the series if the time allows.
- For less confident pupils, adapt group sizes so they feel more comfortable speaking out. Provide sentence starters and visual aids for reference. Pair them with supportive peers for a more inclusive discussion.