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Childhood Then and Now - Year 1

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Teacher Overview

Purpose

Year 1 HASS. What has changed and stayed the same across generations? Investigate childhood through toys, school, leisure and communication. Compare more than one generation and support ideas with source clues.

Teaching routes

Use ten separate 60-minute lessons, or the mapped eight-session route. The compact route combines lessons 1–2 and 9–10; it retains the essential inquiry, comparison, viewpoints, explanation and assessment. Do not omit the last two lesson contributions.

What is supplied

Ten editable 11-slide lesson presentations, one editable 24-slide, ten-question quiz; this teacher guide and 34 resource pages. The ten learner worksheets are each followed immediately by their matched red example answer page. Two assessment pages and one rubric complete the resource sequence.

Use the learning, not a performance

Collect drawings, spoken words, pointed choices, selected pictures or device responses. An adult may record the child's explanation. Assess source use and reasoning, not handwriting, neatness or public-speaking confidence.

Sources, Evidence and Care

Explain the evidence origin

S1–S4 are invented accounts and scenes for classroom inquiry, not photographs, measured results or verified historical recollections. T1–T8 illustrate generic objects and tools. An illustration shows a type; it does not prove that Jo owned that exact object.

Read scenes and accounts carefully

In S2, Scene A is Jo's school scene then; Scene B is Ari's school scene now. A visible board or screen is a clue. A claim about every child's feelings needs other evidence. S3 gives two experiences today; it does not establish what every town or rural child experiences.

Official context

For lesson 2, a teacher may view the National Museum of Australia's Toys collection page:

<https://www.nma.gov.au/explore/collection/highlights/toys>. Discuss how a collected toy can include clues about an individual child. No museum photograph is reproduced here.

Prepare access and safe participation

Read all source text aloud. Enlarge cards, give thinking time and offer picture choices, gestures, drawing, speaking, dictation or a communication device. Use invented accounts rather than requiring family or home disclosures. Use a large soft ball gently while seated, or point. Use pretend messages; no real address or call is required.

Presentation Guide: Lessons 1-5

Lesson 1: What is childhood

Childhood Then and Now – Year 1 – Lesson 01 – Presentation.pptx

11 slides: cover, nine teaching slides and closing. Ask a useful question about childhood then and now.

Lesson 2: Toy clues

Childhood Then and Now – Year 1 – Lesson 02 – Presentation.pptx

11 slides: cover, nine teaching slides and closing. Compare toys using features we can see.

Lesson 3: School routines

Childhood Then and Now – Year 1 – Lesson 03 – Presentation.pptx

11 slides: cover, nine teaching slides and closing. Separate a reliable clue from a guess about school.

Lesson 4: Leisure and games

Childhood Then and Now – Year 1 – Lesson 04 – Presentation.pptx

11 slides: cover, nine teaching slides and closing. Identify a change and a continuity in a game.

Lesson 5: Communication

Childhood Then and Now – Year 1 – Lesson 05 – Presentation.pptx

11 slides: cover, nine teaching slides and closing. Explain how message tools can change while their purpose continues.

Presentation Guide: Lessons 6-10

Lesson 6: Three generations

Childhood Then and Now – Year 1 – Lesson 06 – Presentation.pptx

11 slides: cover, nine teaching slides and closing. Order fictional generations and compare evidence without assuming equal time gaps.

Lesson 7: Whose childhood

Childhood Then and Now – Year 1 – Lesson 07 – Presentation.pptx

11 slides: cover, nine teaching slides and closing. Explain why two children living now can have different experiences.

Lesson 8: Choose good evidence

Childhood Then and Now – Year 1 – Lesson 08 – Presentation.pptx

11 slides: cover, nine teaching slides and closing. Match a comparison claim to a relevant source clue.

Lesson 9: Childhood museum tour

Childhood Then and Now – Year 1 – Lesson 09 – Presentation.pptx

11 slides: cover, nine teaching slides and closing. Explain two changes and one continuity across three fictional generations.

Lesson 10: Question revisited

Childhood Then and Now – Year 1 – Lesson 10 – Presentation.pptx

11 slides: cover, nine teaching slides and closing. Revise an initial idea and use comparison learning in a new case.

Eight-Session Route: Sessions 1-4

Timing for each compact session

5 minutes retrieve the question; 10 minutes source model; 30 minutes guided and independent task; 10 minutes evidence explanation; 5 minutes transition. Prepare before class and retain handling time. Eight sessions are eight meetings, not a promise of eight consecutive days.

Session 1: Childhood questions and toy clues

Use L01 slides 1–6, then L02 slides 3–9; return to L01 slides 10–11 for reflection and closing. Keep one opening and one closing. Model a useful play/school/home question and toy observations. Combine W01 question recording with W02 comparison rather than teaching both decks end-to-end. Collect a relevant question/source choice, visible comparison and an unanswered question.

Session 2: School routines

Use L03 slides 1–11. Study S2; distinguish visible details from assumptions on W03. Model blackboard/s/see and teacher clues. Keep every-child feelings as an unknown. Collect the clue/guess sort and one meaningful source limit.

Session 3: Lenses and games

Use L04 slides 1–11. Read S4 and try gentle seated passing or pointing. Record the material change and continuing shared purpose on W04. Retain inquiry, comparison and participation choices.

Session 4: Communication

Use L05 slides 1–11. Model both pretend message journeys with T1–T2 and S1. Use W05 to sequence write/post/read and adult connects/talk/listen. Collect a tool change, continuing purpose and safe alternative.

Eight-Session Route: Sessions 5-8

Session 5: Three generations

Use L06 slides 1–11. Place Jo, Sam and Ari in childhood order from S1. Record account clues on W06. Explain that gaps show order, not years. Collect the ordered generations, a comparison and a source limit.

Session 6: Whose childhood?

Use L07 slides 1–11. Compare Lena's and Ben's S3 accounts with W07. Explain one difference using the connection detail, while recognising shared play and communication. Do not require home disclosures or generalise from two children.

Session 7: Choose good evidence

Use L08 slides 1–11. Revisit S1–S3 and relevant cards. Build claim/source matches on W08 and reject an irrelevant card. Prepare existing portfolio evidence and a short explanation; do not start a new display project.

Session 8: Compare, explain and revise

Use L09 slides 1–9, then L10 slides 4–9. Close with L10 slide 10 reflection and 11 closing. Rehearse W09 briefly, revisit the W01 question using W10, and collect A1 comparison, source limit, S3 viewpoint and doll-transfer responses. The same essential assessment is complete by this session.

Assessment access

Gather evidence across sessions 1–7. In session 8 use the 30-minute task block for accessible short recordings, adult transcription or drawings. Combine these with observations if every individual live conference cannot fit into ten minutes. No child loses assessment because public speaking is inaccessible.

Prepare the Resource Activities

Displays and sources

D1 teaches childhood, generation, then, now, continuity and account. D2 models question → evidence → explanation. Read S1–S4 aloud, with time to notice pictures and discuss limits. Accounts belong to invented people and one invented family.

Technology cards

Cut the eight T1–T8 cards along dashed lines, or leave both sheets whole and point. T1–T2 support communication; T3–T4 support toy comparison. T5–T6 are adult laundry-tool examples; children do not operate machines. T7–T8 illustrate paper/digital maps without real personal addresses. A newer tool is not automatically better for everyone.

Evidence Trail game

Use the supplied rules, six-step board and eight challenge cards. Work cooperatively with partners. Move through Notice, Ask, Compare, Explain, Apply and Reflect. Read a challenge, choose its named source and give clue or question. Use pointing or an adult-supported turn; no race or elimination.

Teacher judgement

The next two pages give model responses to all eight challenge cards. Accept other accurate source-supported responses. Ask “Which part of the source helps?” and “What remains unknown?” rather than reward a guessed date or universal claim.

Evidence Trail: Response Guide I-4

Challenge 1 – T3 and T4

T3 has a wooden body and wheels; T4 has joining pieces. The parts/actions differ, while both support play. A visible feature is a clue; neither card establishes what every child owned.

Challenge 2 – T1 and T2

Both tools share a message. A letter can travel by post and be kept/read later. A video call uses a device and connection with adult help. Tool, delivery and access may differ; communication continues.

Challenge 3 – S2

A blackboard or screen, desks and a teacher are visible clues. “Every child liked school” is not established by the scenes. An account could describe one child’s feelings, while still not representing every child.

Challenge 4 – S1

Jo uses a cloth ball; Pri uses a foam ball. Passing a ball, saying names and playing together continue. Offer seated passing or pointing so everyone can join. Other accurate comparisons supported by S4 are valid.

Evidence Trail: Response Guide 5-8

Challenge 5 – S1

Childhood order is Jo, Sam, Ari. Jo is Ari's grandparent and Sam is Ari's parent in the invented account. The timeline shows sequence only. Exact ages and equal time gaps are not given.

Challenge 6 – S3

Lena's account uses an adult-supported call; Ben sometimes writes letters when the connection stops. Both play and communicate. Their access differs in these accounts. This does not prove that every rural child has the same access.

Challenge 7 – T7 and T8

Both help people find a place or route. One is paper, the other uses a device. A digital map needs equipment and may contain errors; a paper map may be out of date. Use invented places and seek adult help.

Challenge 8 – T5 and T6

Both help adults wash clothing. The tub and machine differ in equipment and process. Access and cost may differ. Observe the illustrated tools only; do not ask children to operate a washing machine or test electrical equipment.

Lesson 1: What is childhood

Learning and preparation

Ask a useful question about childhood then and now.

Materials: D1, S1, W01, pencils and picture choices.

8 minutes – Retrieve and inquire

Revisit the previous evidence or initial question. Invite one noticing statement and one useful question. Use slides 1–4 as appropriate; read the source aloud and give thinking time.

12 minutes – Explicit model

Model Ari learning, playing and sharing a message. Ask: What toys did Jo use as a child? Point to S1 as a source that can help. Use slides 5–7; point to the clue and name what it can and cannot support.

25 minutes – Guided to independent

Partners notice a routine, choose school/play/home, rehearse a question, then draw, write, point or dictate it on W01. Use slide 8 for the learning record. Check one pair's response before pupils continue.

10 minutes – Explain the evidence

One answerable school/play/home question and a relevant source choice. Use slide 9 for partner reasoning. Record the source, the learner's actual words or selected clue, and any prompt needed.

5 minutes – Exit check

Use slide 10 to revisit the learning, then slide 11 to close. Save the work as evidence for the final comparison; do not infer understanding from participation alone.

Access and further challenge

Offer two question choices and two source pictures. Read S1 aloud and record the learner's chosen words.

Further challenge: Explain what the chosen source could tell us and ask one question it cannot answer.

Lesson 2: Toy clues

Learning and preparation

Compare toys using features we can see.

Materials: T3-T4, S1, W02 and optional safe large classroom toys.

8 minutes – Retrieve and inquire

Revisit the previous evidence or initial question. Invite one noticing statement and one useful question. Use slides 1–4 as appropriate; read the source aloud and give thinking time.

12 minutes – Explicit model

Point to wood and wheels on T3, then joining pieces on T4. The toy parts and actions differ. Both objects support play. Use slides 5–7; point to the clue and name what it can and cannot support.

25 minutes – Guided to independent

Pairs examine cards or safe objects, describe observable features, draw and label them, then explain one comparison of W02. Use slide 8 for the learning record. Check one pair's response before pupils continue.

10 minutes – Explain the evidence

A visible similarity, a visible difference and a source limitation. Use slide 9 for partner reasoning. Record the source, the learner's actual words or selected clue, and any prompt needed.

5 minutes – Exit check

Use slide 10 to revisit the learning, then slide 11 to close. Save the work as evidence for the final comparison; do not infer understanding from participation alone.

Access and further challenge

Use large toy cards, two feature choices and oral or pointed explanations. An adult may scribe.

Further challenge: Distinguish a visible clue from an unsupported ownership or date claim.

Lesson 3: School routines

Learning and preparation

Separate a visible clue from a guess about school.

Materials: S2, W03, sorting choices and pencils.

8 minutes – Retrieve and inquire

Revisit the previous evidence or initial question. Invite one noticing statement and one useful question. Use slides 1–4 as appropriate; read the source aloud and give thinking time.

12 minutes – Explicit model

Scene A shows a blackboard; that is visible. Every child liked school is a guess about feelings not shown. Both scenes contain a teacher. Use slides 5–7; point to the clue and name what it can and cannot support.

25 minutes – Guided to independent

Study both fictional scenes, orally sort visible facts and assumptions, then mark and explain W03. Build a table of then/now comparison. Use slide 8 for the learning record. Check one pair's response before pupils continue.

10 minutes – Explain in evidence

Correctly sorts two visible details and one assumption and states an unknown. Use slide 9 for partner reasoning. Record the source, the learner's actual words or selected clue, and any prompt needed.

5 minutes – Exit check

Use slide 10 to revisit the learning, then slide 11 to close. Save the work as evidence for the final comparison; do not infer understanding from participation alone.

Access and further challenge

Enlarge S2, read each statement aloud and offer clue/guess picture choices. Further challenge: Suggest another source that could tell us more about feelings or routines.

Lesson 4: Leisure and games

Learning and preparation

Identify a change and a continuity in a game.

Materials: S4, W04, one large soft ball or pointing option, seated space.

8 minutes – Retrieve and inquire

Revisit the previous evidence or initial question. Invite one noticing statement and one useful question. Use slides 1–4 as appropriate; read the source aloud and give thinking time.

12 minutes – Explicit model

Jo's account uses cloth; Ari's uses foam. Both children pass a ball and name the next player. Use slides 5–7; point to the clue and name what it can and cannot support.

25 minutes – Guided to independent

Read both accounts, try a seated gentle passing game or point to the next player, then record a material change and continuing purpose on W04. Use slide 8 for the learning record. Check one pair's response before pupils continue.

10 minutes – Explain in evidence

Compares materials, purpose and participation using S4. Use slide 9 for partner reasoning. Record the source, the learner's actual words or selected clue, and any prompt needed.

5 minutes – Exit check

Use slide 10 to revisit the learning, then slide 11 to close. Save the work as evidence for the final comparison; do not infer understanding from participation alone.

Access and further challenge

Use a supported grip or pointing, partner verbal turn and large picture material choices.

Further challenge: Explain how a game could allow different ways of participating while keeping the shared purpose.

Lesson 5: Communication

Learning and preparation

Explain how message tools can change while their purpose continues.

Materials: T1–T2, S1, W05, pretend paper/envelope, no real call required.

8 minutes – Retrieve and inquire

Revisit the previous evidence or initial question. Invite one noticing statement and one useful question. Use slides 1–4 as appropriate; read the source aloud and give thinking time.

12 minutes – Explicit model

Model write/post/read for a letter. Model adult connects/talks/writes for a video call. Both share information but equipment and delivery differ. Use slides 5–7; point to the clue and name what it can and cannot support.

25 minutes – Guided to independent

Partners sequence pretend message journeys with drawings or gestures, then compare and record W05. Do not collect addresses or real contact details. Use slide 8 for the learning record. Check one pair's response before pupils continue.

10 minutes – Explain the evidence

Orders a letter and a video call model and explains a tool change and continuing purpose. Use slide 9 for partner reasoning. Record the source, the learner's actual words or selected clue, and any prompt needed.

5 minutes – Exit check

Use slide 10 to revisit the learning, then slide 11 to close. Save the work as evidence for the final comparison; do not infer understanding from participation alone.

Access and further challenge

Use three large step pictures and supported sequencing; record a spoken or pointed reason.

Further challenge: Explain a device or connectivity limit and suggest a safe alternative.

Lesson 6: Three generations

Learning and preparation

Order fictional generations and compare evidence without assuming equal time gaps.

Materials: S1, W06, T1–T4 and large movable name cards.

8 minutes – Retrieve and inquire

Revisit the previous evidence or initial question. Invite one noticing statement and one useful question. Use slides 1–4 as appropriate; read the source aloud and give thinking time.

12 minutes – Explicit model

Place Jo's childhood earlier, Sam's after Jo and Ari's now. Show that a line represents order, not measured intervals. Compare messages, play clues. Use slides 5–7; point to the clue and name who it can and cannot support.

25 minutes – Guided to independent

Groups place name and evidence cards on an unscaled timeline, discuss one comparison, then draw or dictate W06. Use slide 8 for the learning record. Check one pair's response before pupils continue.

10 minutes – Explain the evidence

Jo/Sam/Ari in order with an account clue and recognition that gaps do not show years. Use slide 9 for partner reasoning. Record the source, the learner's actual words or selected clue, and any prompt needed.

5 minutes – Exit check

Use slide 10 to revisit the learning, then slide 11 to close. Save the work as evidence for the final comparison; do not infer understanding from participation alone.

Access and further challenge

Provide name/portrait matching and two-position choices first, then assemble all three.

Further challenge: State a detail the fictional accounts do not tell us and why spacing cannot establish ages.

Lesson 7: Whose childhood

Learning and preparation

Explain why two children living now can have different experiences.

Materials: S3, W07, T1-T2 and partner talk choices.

8 minutes – Retrieve and inquire

Revisit the previous evidence or initial question. Invite one noticing statement and one useful question. Use slides 1–4 as appropriate; read the source aloud and give thinking time.

12 minutes – Explicit model

Lena plays in a park and makes an adult-supported video call. Ben plays outside and sometimes sends letters when a connection supports. Both play and communicate. Use slides 5–7; point to the clue and name what can and cannot support.

25 minutes – Guided to independent

Read both accounts, sort shared experiences and differences, record each child's message example, explain a reason in W07. Use slide 8 for the learning record. Check on pair's response before pupils continue.

10 minutes – Explain in evidence

Uses specific account details about place/access, avoids a universal conclusion. Use slide 9 for partner reasoning. Record the source, the learner's actual words or selected clue, and any prompt needed.

5 minutes – Exit check

Use slide 10 to revisit the learning, then slide 11 to close. Save the work as evidence for the final comparison; do not infer understanding from participation alone.

Access and further challenge

Read accounts aloud, offer two message pictures and sentence rehearsal. Do not ask learners to disclose home conditions.

Further challenge: Explain why one town/rural pair cannot establish how every child lives.

Lesson 8: Choose good evidence

Learning and preparation

Match a comparison claim to a relevant source clue.

Materials: S1–S3, T1–T8, W08 and optional Evidence Trail.

8 minutes – Retrieve and inquire

Revisit the previous evidence or initial question. Invite one noticing statement and one useful question. Use slides 1–4 as appropriate; read the source aloud and give thinking time.

12 minutes – Explicit model

Match Jo used a wooden toy to S1 and T3 as illustrative content; S1 gives Jo's fictional experience, T3 shows the type. Do not claim or prove actual ownership. Use slides 5–7; point to the clue and name what it can and cannot support.

25 minutes – Guided to independent

Choose evidence for a play/school/messaging comparison, record claim/source pairs on W08, explain a limit and propose a useful next question. Use slide 8 for the learning record. Check the pair's response before pupils continue.

10 minutes – Explain the evidence

Supported claims with exact source identifiers and one meaningful limit. Use slide 9 for partner reasoning. Record the source, the learner's actual words or selected clue, and any prompt needed.

5 minutes – Exit check

Use slide 10 to revisit the learning, then slide 11 to close. Save the work as evidence for the final comparison; do not infer understanding from participation alone.

Access and further challenge

Offer two claim/source pairs and supported source pointing, with adult recording.

Further challenge: Reject an irrelevant card, explain the distinction between an account and an illustrative object.

Lesson 9: Childhood museum talk

Learning and preparation

Explain two changes and one continuity across three fictional generations.
Materials: S1, selected clue cards, W08–W09 and A1 comparison organiser.

8 minutes – Retrieve and inquire

Revisit the previous evidence or initial question. Invite one noticing statement and one useful question. Use slides 1–4 as appropriate; read the source aloud and give thinking time.

12 minutes – Explicit model

Then Jo pushed a wooden toy and wrote a letter. Now Ari builds with pieces and shares an adult-supported video call. Still children play and communicate. Use slides 5–7; point to the clue and name what can and cannot support.

25 minutes – Guided to independent

Assemble selected records, rehearse a then-now-still explanation, share with a partner or chosen response mode, answer a source question. Collect A1 evidence during this conversation. Use slide 8 for the learning record. Check one pair's response before pupils continue.

10 minutes – Explain the evidence

A three-generation explanation with two changes, one continuity and source response. Use slide 9 for partner reasoning. Record the source, the learner's actual words or selected clue, and any prompt needed.

5 minutes – Exit check

Use slide 10 to revisit the learning, then slide 11 to close. Save the work as evidence for the final comparison; do not infer understanding from participation alone.

Access and further challenge

Provide a picture sequence, communication-board options, pointing and adult transcription. A public speech is not required.

Further challenge: Add a middle-generation clue and explain a source limitation or alternative.

Lesson 10: Question revisited

Learning and preparation

Revise an initial idea and use comparison learning in a new case.

Materials: W01, W10, S1–S4, A1 assessment pages and teacher rubric.

8 minutes – Retrieve and inquire

Revisit the previous evidence or initial question. Invite one noticing statement and one useful question. Use slides 1–4 as appropriate; read the source aloud and give thinking time.

12 minutes – Explicit model

Initial idea: old and new games are completely different. S4 shows both pass a ball and say names. Revise: the material differs but shared play continues. Use slides 5–7; point to the clue and name what it can and cannot support.

25 minutes – Guided to independent

Return to initial questions, compare with portfolio evidence, complete W10, discuss new fictional doll comparison in A1 and collect a brief evidence conference. Use slide 8 for an learning record. Check one pair's response before pupils continue.

10 minutes – Explain the evidence

Evidence-based conclusion, revised idea, source limit and a new-case response. Use slide 9 for partner reasoning. Record the source, the learner's actual words or selected clue, and any prompt needed.

5 minutes – Exit check

Use slide 10 to revisit the learning, then slide 11 to close. Save the work as evidence for the final comparison; do not infer understanding from participation alone.

Access and further challenge

Read first questions aloud and offer first-thought/current-clue picture choices, drawn or supported explanation.

Further challenge: Propose another source/question and distinguish what the new example establishes from what remains unknown.

Assessment: Collect and Judge Evidence

What the comparison should show

Use A1 page 1 with S1: order three generations; give two changes and one continuity, supported by an object type or account clue. The account gives the invented person's experience; the object card is illustrative context. Use then, now, before, after and still accurately.

Explanation, viewpoints and transfer

Use A1 page 2: name a relevant source and explain one limit; use S3 to explain why two children living now can have different experiences; apply change/continuity to the new fictional doll example; suggest a useful next question. Use W01 and W10 for evidence of a revised idea.

During the unit

Retain W01–W10 and observations of inquiry, sorting, sequencing, source discussion and explanation in lesson 9 rehearse a short comparison and begin A1 collection. In lesson 10 complete explanation/transfer and revisit the original question. In the compact route collect the same evidence by session 8.

Use the rubric fairly

Judge the four dimensions separately: understanding, evidence, explanation and reflection. Record what was shown and the support provided. A pointed, dictated or device response can be independent reasoning. Fine-motor skill, neatness and confidence do not determine achievement.

Assessment: Teacher Examples and Prompts

AI page 1 – A sound example

Jo: wooden toy and a letter. Sam: construction pieces, letters and telephone. Ari: construction pieces and adult-supported video call. Changes: toy type/action and communication tool. Continuity: children play and share messages. S1 gives the account clues; T1–T4 illustrate the tool types. Other supported comparisons are valid.

AI page 2 – A justified example

S1 supports a comparison within the fictional family; it cannot establish every child's experience or exact dates. S3 supports a difference in access: Ben's connection sometimes stops. In the new example, the doll material changes from fabric to wood; pretend storytelling continues. The given scenario and visible material clues support that answer, not a claimed historical date.

Conference prompts

What changed? What stayed the same? Show the clue that helps. What does the source not tell us? Can two children living now experience different things? What question would help us investigate further? Wait, reread or cover pictures without supplying the reasoning.

Next teaching step

If a claim lacks evidence, revisit one clear source and practise pointing to a feature. If the learner generalises from one account, compare S3 and ask what is shared and different. If a new case is difficult, model another change/continuity example before a fresh response.

Childhood Then and Now

Childhood:

the time when a person is a child.



Generation:

a group born at a similar time.



Then:

a time in the past.



Now:

the present time.



Continuity:

something that stays the same.



Account:

what someone tells us about an experience.



Some things change. Some things stay the same.

How We Explain Our Evidence



We can look at different sources of information, find evidence and explain what it helps us understand.

1. Our question

Do people still share messages?



2. Our evidence



A letter shares a message.



A video call shares a message.

3. Our explanation

The tools can change.
People still connect and share information.



What changed? What stayed the same?

What changed?

What stayed the same?

Three Generations

Fictional accounts for our inquiry



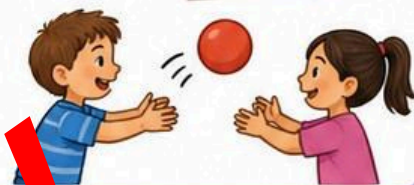
Jo

Jo as a child

I pushed a wooden toy.

I wrote a letter to a friend.

I played a passing game.



Sam

Sam as a child

I built with pieces.

I wrote letters and used a telephone.

I played a passing game.



Ari now

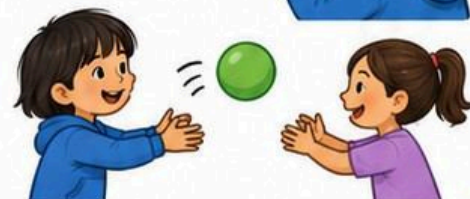
I build with pieces.

I make a video call with an adult.

I play a passing game.



Ari



Jo is Ari's grandparent. Sam is Ari's parent.
These accounts describe one invented family.



School Scene Clues



Two fictional scenes. Look closely.

Jo's school scene: then



Ari's school scene: now



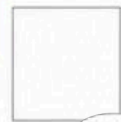
Both scenes show children learning with a teacher.



What can you see?
What is still unknown?



Scenes are source illustrations of invented accounts, not all schools.



People
and places
make
childhoods
special.

Whose Childhood?



Different
places.
Bright
lives.

Fictional children living now

Lena: I play at a park.
An adult helps me
make a video call.



Ben: I play outside.
The connection sometimes
stops, so we also send
a letter.



Both children play and share messages.
Their places and access differ.



Different
experiences
help us
understand.



A fairer
view includes
many stories.

Can one account tell us
about every child?



A Game Then and Now

Two fictional accounts

Jo

Long ago



Jo: We passed a cloth ball and said each player's name.

Ari

Now



Ari: We pass a soft foam ball and say each player's name.

What changed? What stayed the same?

What changed?

What stayed the same?



Pass gently while seated.
You can point to the next player instead.





Technology Clue Cards 1-4



T1 Letter



A letter travels by post.
It can be kept and read later.

T2 Video call



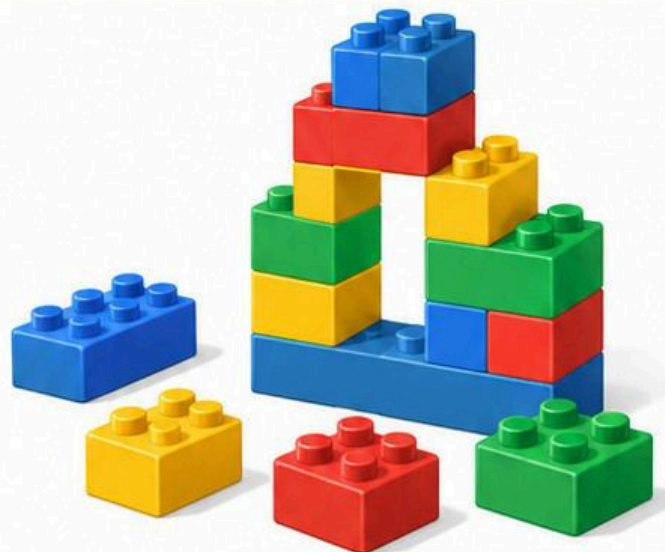
A call needs a device and a connection. People can see and hear each other.

T3 Wooden push toy



The toy can roll.
Its body is wooden.

T4 Construction set



The pieces join.
A child can build and rebuild.

Technology Clue Cards 5-8

T5 Washing tub



An adult washes by hand.
It takes effort and time.

T6 Washing machine



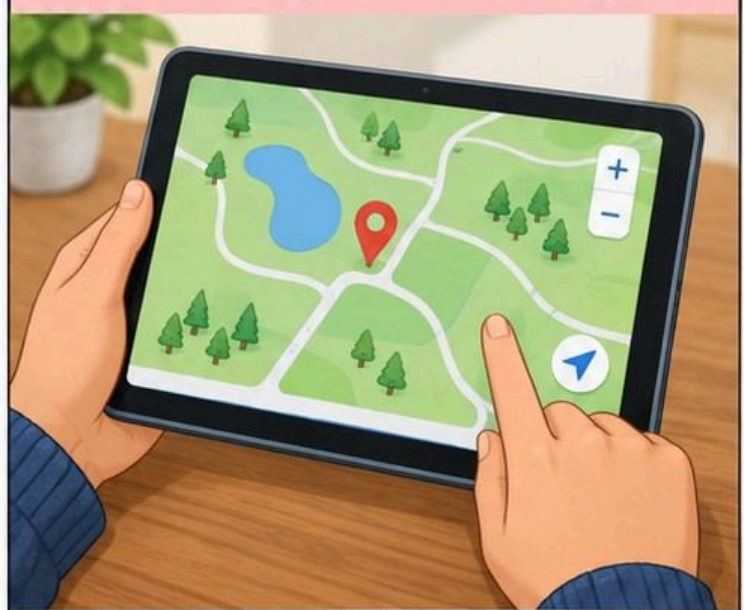
A machine changes the work.
Access and cost can differ.

T7 Paper map



A paper map represents
a place.

T8 Digital map



A digital map needs a device.
It may have errors.



Evidence Trail: How to Play



Look closely • Think • Use evidence • Be curious • Share ideas



2-4 players.

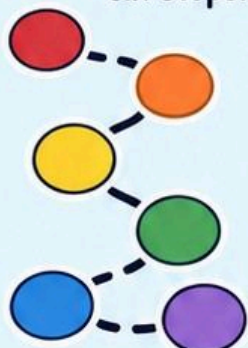
Use a large counter or point.

Different ideas
make a bigger picture!

1 Choose a challenge card.



2 Move through the six steps.



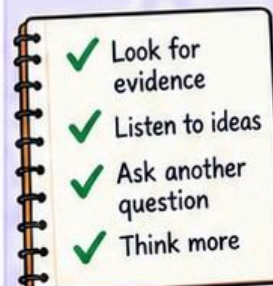
3 Use a clue card or account to explain.



4 Ask one kind question.



5 Check the teacher response guide.



Everyone gets thinking time.

You may speak, point, draw or use a communication device.



A worked turn

Card 1:
Compare
T3 and T4.



T3



T4



I notice wood and joining pieces. Both toys help children play.



My question:
What else might a child build?

Take turns. Help each other use evidence.



Evidence Trail

Look closely. Think. Use clues. Find out more!

People
Places
Objects
Stories

Help us learn
about the past
and present.

Small
clues
big
ideas!

1.

Notice:

What can I see?



2.

Ask:

What do I want to know?



3.

Compare:

What changed or stayed?



4.

Explain:

Which clue supports me?



5.

Apply:

What about a new example?



6.

Reflect:

What is still unknown?



Use your challenge at each stop. There is no speed race.



Evidence Trail: Challenge Cards

Look closely. Think like a historian. Use the clues!



1. Toys:

Compare T3 and T4.
What changed?
What stayed?



2. Messages:

Compare T1 and T2.
Do people still connect?



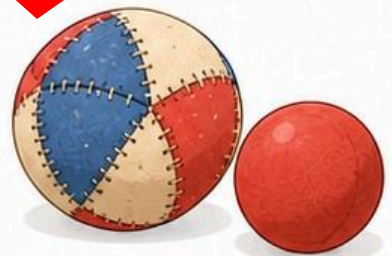
3. School:

Use S2.
Give a clue you can see
and a thing you do
not know.



4. Games:

Use T4.
How might change
and continuity.



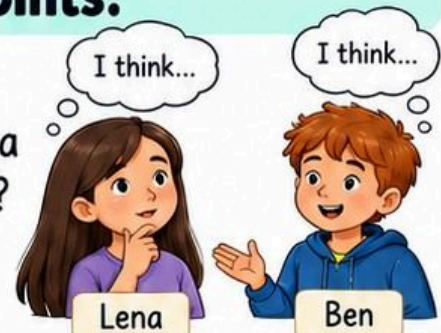
5. Generations:

Use S1.
Put Jo, Sam and Ari
in order.



6. Viewpoints:

Use S3.
Why might Lena
and Ben differ?



7. Maps:

Use T7 and T8.
What stays the same?
What might be wrong?



8. Clothes:

Use T5 and T6.
How might the
work change?



What Is Childhood?

Name: _____

Fictional routine



Learning



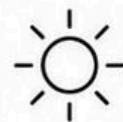
Playing



Sharing a message

1 Notice

What does a child do?



2 My inquiry question

I want to know about school, play or home then and now.



PREVIEW

3 A source that could help

Tick one:

☐

Object

☐

Account

☐

Scene



A source I could use: _____

You may draw, say, point or ask an adult to write.



What Is Childhood?

Name: **ANSWERS**

Fictional routine



Learning



Playing

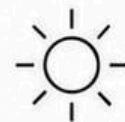


Sharing a message

1 Notice

What does a child do?

Children learn and play.



2 My inquiry question

I want to know about school, play or home then and now.



What toys did Jo use as a child?

PREVIEW

3 A source that could help

Tick one:

☐

Object



Account

☐

Scene



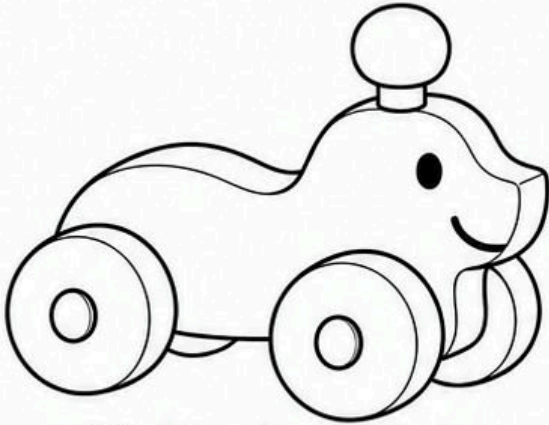
A source I could use: **Account S1 can help.**

You may draw, say, point or ask an adult to write.

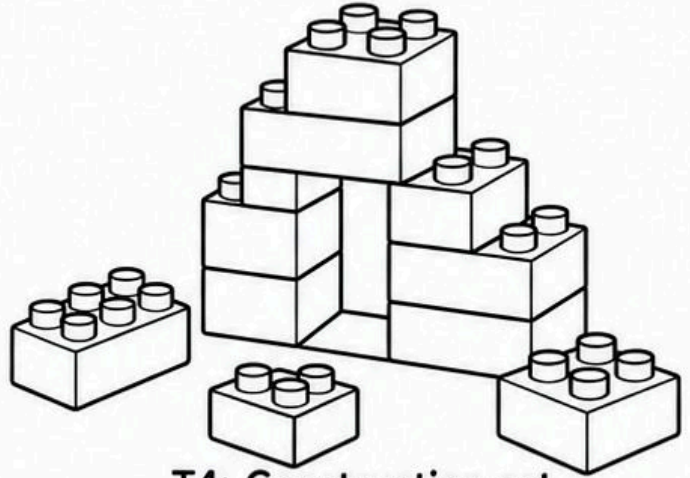


Name: _____

Toy Clues



T3: Wooden push toy



T4: Construction set

① Notice

I can see... _____

I can see... _____

② Compare

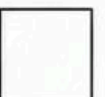
Different	Same

③ Explain

My clue is... _____

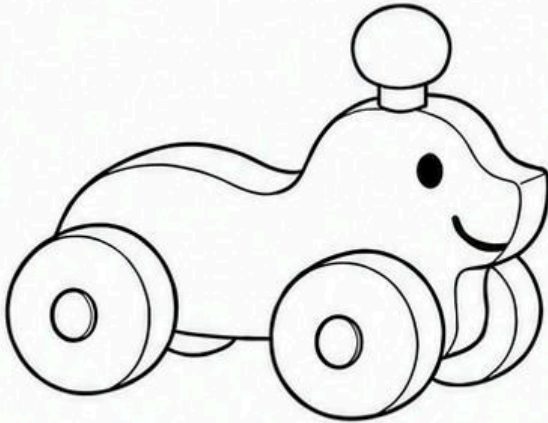
I still wonder... _____

Look at features. One toy cannot tell us what every child owned.

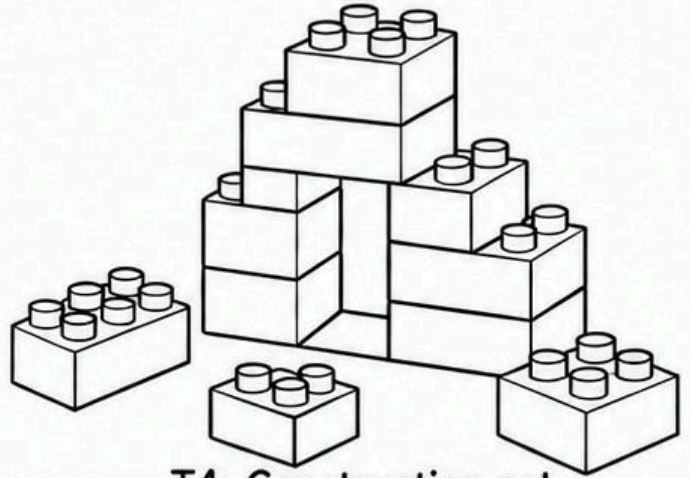


Name: **ANSWERS**

Toy Clues



T3: Wooden push toy



T4: Construction set

① Notice

I can see... **T3 has wood and wheels.**

I can see... **T4 has joining pieces.**

② Compare

Different	Same
parts and how we play.	both are toys.

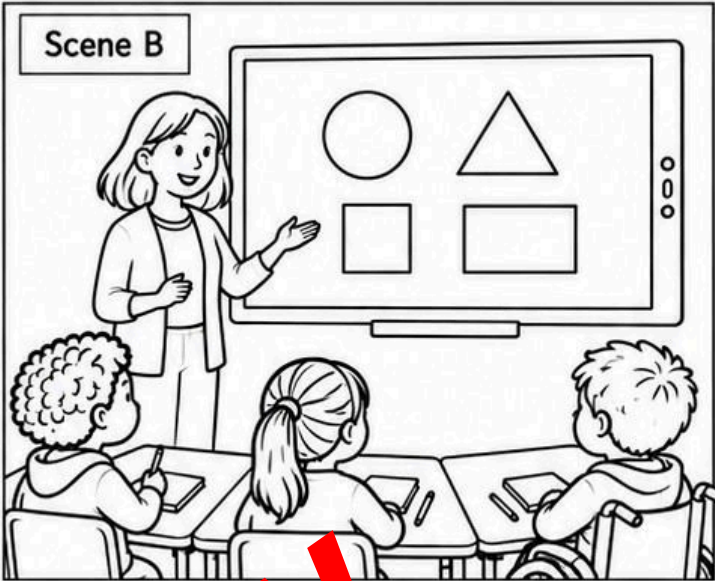
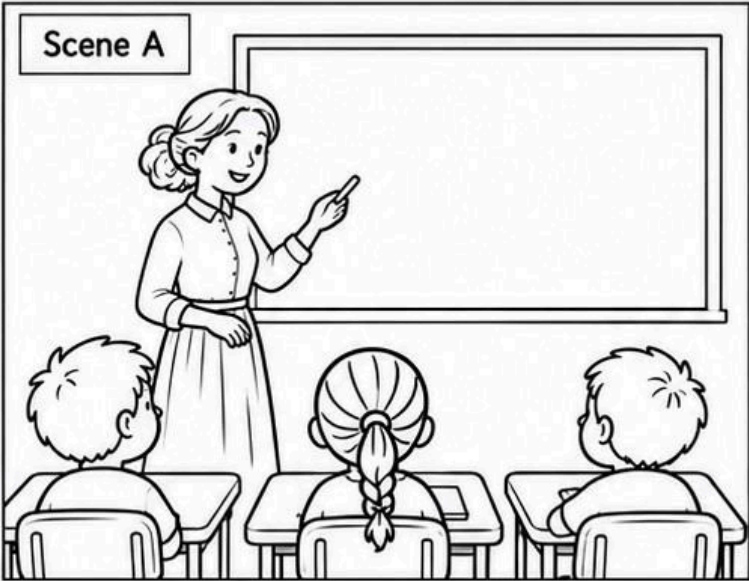
③ Explain

My clue is... **wheels and joining pieces.**

I still wonder... **I wonder who used them.**

Look at features. One toy cannot tell us what every child owned.

School Scene Clues



1

Notice
Choose one detail from S2.

2

Clue or guess?

Scene A shows a blackboard.	☐ Clue	☐ Guess
Every child liked school.	☐ Clue	☐ Guess
Both scenes show a teacher.	☐ Clue	☐ Guess

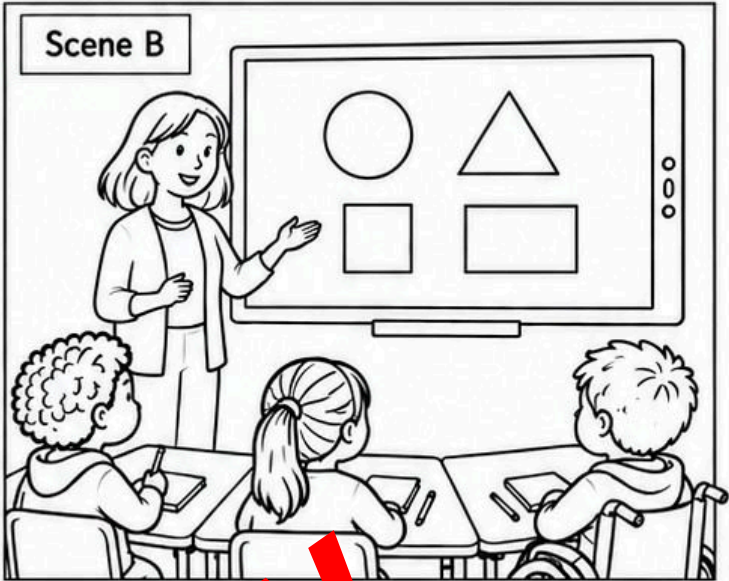
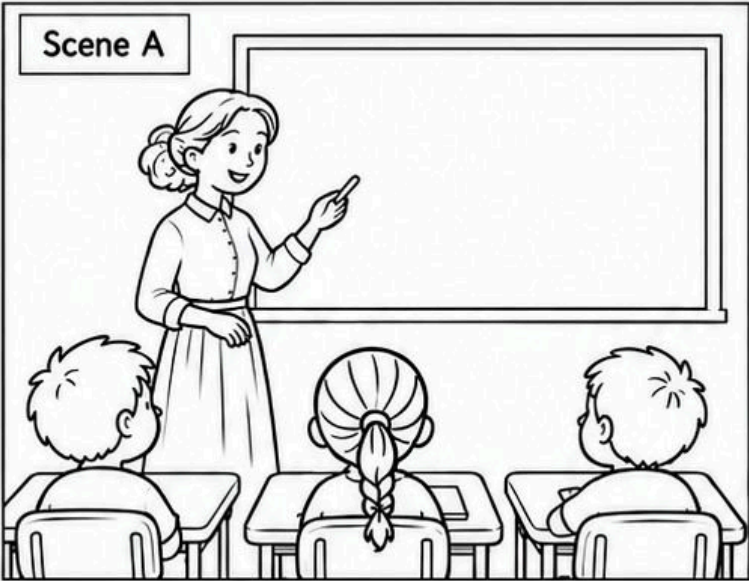
3

Still unknown
What can the scenes not tell us?

A clue comes from the scene. A guess needs more evidence.



School Scene Clues



1

Notice
Choose one detail from S2.

I see a blackboard in Scene A.

2

Clue or guess?

Scene A shows a blackboard.	☒ Clue	☐ Guess
Every child liked school.	☐ Clue	☒ Guess
Both scenes show a teacher.	☒ Clue	☐ Guess

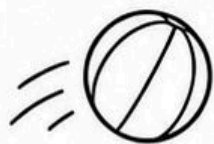
3

Still unknown
What can the scenes not tell us?

We do not know how every child felt.

A clue comes from the scene. A guess needs more evidence.





A Game Then and Now



1. Our question

What changed in the passing game?

2. Then and now

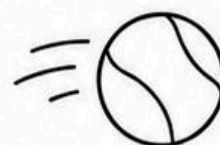
Jo then: material

Ari now: material

PREVIEW

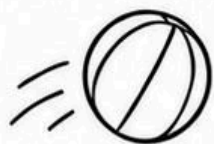
3. What stayed the same?

Purpose or participation



Pass gently while seated, or point. Everyone can join.





A Game Then and Now



1. Our question

What changed in the passing game?

What material did each game use?

2. Then and now

Jo then: material

Jo: cloth ball.

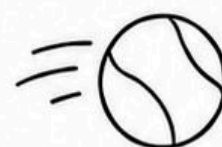
Ari now: material

Ari: soft foam ball.

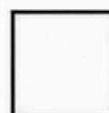
3. What stayed the same?

Purpose or participation

Children pass a ball, say names and play together.

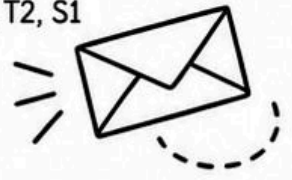


Pass gently while seated, or point. Everyone can join.



Name: _____

Sources: T1, T2, S1



Sharing a Message

1 Our message

/ /

Hello, friend!

2 Letter journey



1



2



3

Video call journey



1



2



3

Draw or tell each journey. Use an adult in the call.

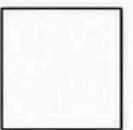
3 Change and continuity

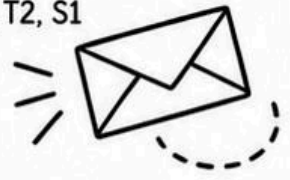


The tool changes...

People still...

Use pretend messages. Share no real address or personal details.





Sharing a Message

1 Our message

Hello, friend!

2 Letter journey



Video call journey



Draw or tell each journey. Use an adult in the call.

3 Change and continuity

The tool changes... **from paper to a device**

People still... **share messages**

Use pretend messages. Share no real address or personal details.

Name: _____

1 Before I sort

Who was a child earlier?

Jo

Sam

Ari

2 Put them in order

Earlier childhood

Childhood now

Order only. The gaps do not show years.

3 Evidence from an account

Name a person and a play or message clue.



Use the fictional accounts. You do not need your own family story.



Three Generations

Name: **ANSWERS**

1 Before I sort

Who was a child earlier?

**Jo was a child before
Sam and Ari.**

Jo

Sam

Ari

2 Put them in order

Earlier childhood

Childhood now

Jo

Sam

Ari

Order only. The gaps do not show years.

3 Evidence from an account

Name a person and a play or message clue.

Jo wrote a letter.

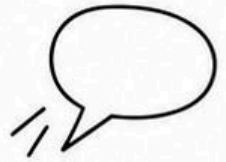
Ari makes a video call with an adult.



Use the fictional accounts. You do not need your own family story.



Whose Childhood?



1. Notice

Lena and Ben both...

2.

Lena's account

Ben's account

PREVIEW

3. Explain a difference

What part of the account helps you?

Does this tell us about every child?

Describe the supplied accounts.
You may choose a picture or speak.





Whose Childhood?



1. Notice

Lena and Ben both...

play and share messages.

2.

Lena's account	Ben's account
Lena: a video call with an adult.	Ben: sometimes a letter when the connection stops

3. Explain a difference

What part of the account helps you?

Their access differs in these accounts.

Does this tell us about every child?

No, two accounts do not describe every child.

For open tasks these are sample responses, not the only possible correct answers.

Describe the supplied accounts.

You may choose a picture or speak.

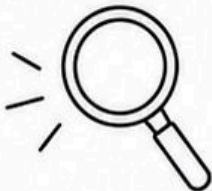


Name: _____

Use sources: S1, S2 and T1 - T4.



Choose Good Evidence



Look at the sources. Think about what they tell you.
Choose good evidence to support your idea.

1. My comparison idea

2. Use good evidence

My claim	My source clue

3. What is not established?

Give the card or account name. A clue should match your claim.

Name: **ANSWERS**

Use sources: S1, S2 and T1 - T4.



Choose Good Evidence



Look at the sources. Think about what they tell you.
Choose good evidence to support your idea.

1. My comparison idea

Tools for play and messages can change.

2. Use good evidence

My claim	My source clue
Jo used a wooden toy.	S1: To tell us about pushing a wooden toy.
Ari builds with pieces.	S1: Ari says she builds with pieces.
Both share messages.	S1: a letter and a video call. T1 - T2 show these tools.

3. What is not established?

These accounts do not tell us about every child.

Give the card or account name. A clue should match your claim.

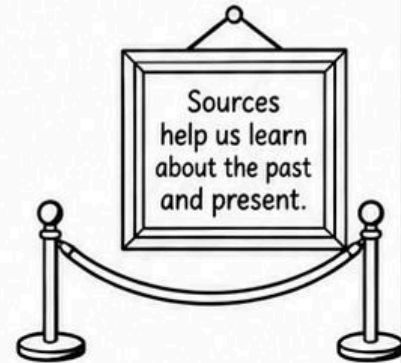


Name: _____

My Childhood Museum Talk

1 My source

Account or card: _____



2 My ideas

Then...	Now...	Still...

PREVIEW

3 A source question

My partner asks: _____

I answer with this clue: _____



Tell a partner, show pictures or use a communication device. Listen kindly.

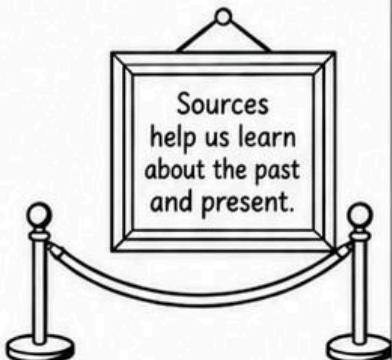


Name: **ANSWERS**

My Childhood Museum Talk

1 My source

Account or card: **the fictional family accounts.**



Sources
help us learn
about the past
and present.

2 My ideas

Then...

**Jo pushed a
wooden toy.**

Now...

**Ari builds
with pieces.**

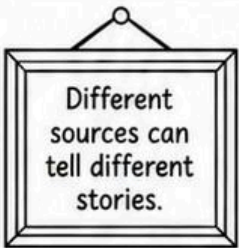
Still...

Children play.

3 A source question

My partner asks: **Which account helps you?**

I answer with this clue: **S1 gives the play examples.**



Different
sources can
tell different
stories.

Tell a partner, show pictures or use a
communication device. Listen kindly.

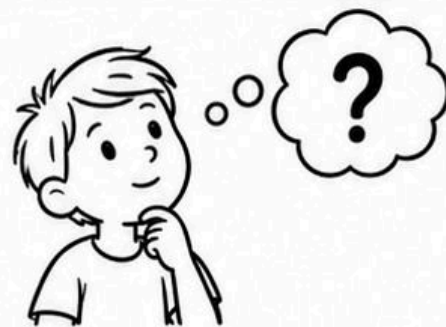


Asking questions
helps us learn
more.

Question Revisited

Name: _____

As we learn more, we can revisit our questions.
New information can help us think in new ways.



① My first question

② I first thought...

③ Now the evidence shows...

④ My conclusion

One change... _____

One thing that continues... _____

One thing still unknown... _____

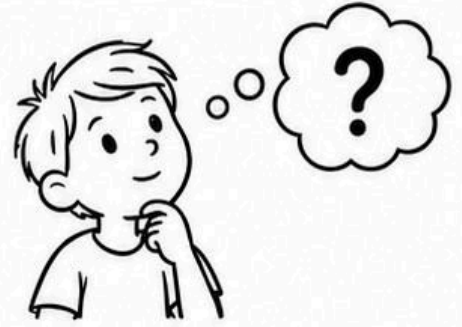


Revise an idea when you find a better clue. You may speak or draw.

Question Revisited

Name: **ANSWERS**

As we learn more, we can revisit our questions.
New information can help us think in new ways.



1 My first question

What games did Jo and Ari play?

2 I first thought...

I thought old and new games were completely different.

3 Now the evidence shows...

SA shows both children pass a ball.

4 My conclusion

One change... **ball material**

One thing that continues... **playing together**

One thing still unknown... **every child's games**



Revise an idea when you find a better clue. You may speak or draw.



Quiz: Teaching and Response Guide

Use the separate editable quiz

Childhood Then and Now – Year 1 – Quiz.pptx

24 slides: cover, response choices, ten question/answer pairs, reflection and closing. Read aloud; pupils may tell, point, draw or use a device.

Present each question before revealing its following answer.

Questions 1-5

1. No. People can still connect and share information. The tool or means can change.
2. No. Place, time, access and circumstances differed. One account cannot tell us everyone's experience.
3. A visible clue. Those features are shown in the illustrative objects.
4. No. The blackboard is visible. Everyone's feelings are not established.
5. Jo, then Sam, then Ari. The timeline shows children's cups do not show years.

Questions 6-10

6. Children pass a ball, say names and play together. A relevant account detail supports the answer.
7. The supplied account explains an access difference. A letter is another way to share a message.
8. S1. It tells Jo's fictional toy experience. T7 does not establish that claim.
9. The doll material changed. Pretend storytelling continued. The supplied details support this comparison.
10. No. Ask who used it or seek another relevant source. One picture cannot establish universal ownership.

Use results

Treat this as a retrieval and discussion check. The quiz supports the learning record; it does not replace the source-based comparison, viewpoint, revised idea and transfer assessment.

Childhood Then and Now: Assessment

Page 1: My comparison



Name: _____

Use the fictional accounts in S1. Show three generations, two changes and one thing that continues.

Earlier _____ Order only; gaps do not show years. → Now

Jo as a child

Sam as a child

Ari now

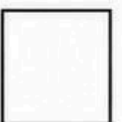
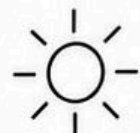
Change 1: _____ Source: _____

Change 2: _____ Source: _____

Still: _____ Source: _____



Say, draw, write, select pictures or use a communication device.
An adult may record your words.



Childhood Then and Now: Assessment

Page 2: My explanation

Name: _____

1. Explain

Which source supports your comparison?

What does that source not tell us?

2. Another viewpoint

Use S3. Why can two children living now have different experiences?

3. New example

Nia used a fabric doll. Eli used a wooden doll. Both tell pretend stories.



What changed? What stayed? Which clue helps?

4. My next question

Childhood Then and Now: Rubric



Dimension	Supported / incomplete	Independent / sound	Justified / transfer
Understanding	A change or continuity is missing or unclear.	Orders three generations, gives two changes and one continuity.	Uses the idea accurately in a new example.
Evidence	A claim lacks a matching source or clue.	Matches claims to relevant objects or accounts.	Explains what a source supports and cannot establish.
Explanation	The explanation needs prompts to connect ideas.	Uses <i>then</i> , <i>now</i> and <i>still</i> to explain a comparison.	Explains a new comparison with a clear reason.
Reflection	Treats one account as every child's experience.	Recognises different experiences and revises an idea.	Suggests a useful next question and explains a limit.

Response mode is not an achievement level. Judge the learning shown, not handwriting, confidence or neatness.



Lesson 1

What is childhood

PREVIEW



Our learning

We can ask a question about childhood.

A useful question helps us find evidence.

PREVIEW

Childhood

Childhood is the time when a person is a child.

Children can learn, play and share messages.



What do you notice?

Look at Ari in S1.

What does Ari do?

Tell, point or show a picture.

Three Generations
Fictional accounts for our inquiry

Jo as a child

Jo

- I pushed a wooden toy.
- I wrote a letter to a friend.
- I played a passing game.

Sam as a child

Sam

- I built with pieces.
- I wrote letters and used a telephone.
- I played a passing game.

Ari now

Ari

- I build with pieces.
- I make a video call with an adult.
- I play a passing game.

Jo is Ari's grandparent. Sam is Ari's parent.
These accounts describe one invented family.

A fictional routine

Ari learns with a teacher.

Ari builds with pieces.

Ari shares a message with a friend.

PREVIEW

A useful question

What toys did Jo use as a child?

S1 can help us answer.

It tells us about Jo's play.

PREVIEW

A question to investigate

Choose school, play or home.

Ask about then and now.

Try: What stayed the same?

PREVIEW

Our learning record

Use W01.

Say your question to a partner.

Draw or record it, then choose a source.

PREVIEW

Our question check

Can an object, account or scene help answer your question?

Show the source you would use.

PREVIEW

Our reflection

What do we want to find out?

Save your question. We will return to it.

PREVIEW

Well Done!

Lesson 2

Toy clues



Our learning

We can compare toys.

We use features we can see.

PREVIEW

Toy words

A feature is a part we can notice.

Material means what something is made from.

Both means the two things.

PREVIEW

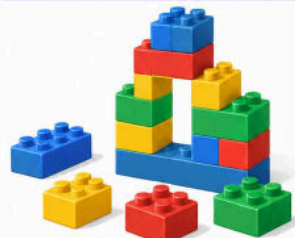
Two toy clues

Look at T3 and T4.

What parts can you see?

Describe one toy before comparing

Technology Clue Cards 1-4

T1 Letter  A letter travels by post. It can be kept and read later.	T2 Video call  A call needs a device and a connection. People can see and hear each other.
T3 Wooden push toy  The toy can roll. Its body is wooden.	T4 Construction set  The pieces join. A child can build and rebuild.

Illustrative objects. They do not show what every child owned.

Our first observation

T3 shows a wooden body and wheels.

T4 shows pieces that join.

These are visible clues.

PREVIEW

Change and continuity

The parts and ways of playing differ.

Both toys help children play.

Play can continue when a toy changes.

PREVIEW

Objects in a museum

The National Museum keeps toys linked to individual children.

An object can offer clues about one child's play.

Based on: National Museum of Australia, Toys (nma.gov.au)

Our toy comparison

Use W02 and T3–T4.

Draw or describe one difference and one similarity.

Name the clue that supports your

PREVIEW

What remains unknown?

Can one toy tell us what every child owns?

We would need more evidence about other children.

PREVIEW

Our reflection

Say: I notice...

Say: Both toys...

Ask one new question.

PREVIEW

Well Done!

Lesson 3

School Routines



Our learning

We can describe a school scene.

We can tell a clue from a guess.

PREVIEW

Clue and guess

A clue comes from the source.

A guess needs more evidence.

A scene cannot tell us everything.

PREVIEW

Two school scenes

S2 shows two fictional scenes.
Look at the teaching tools, desks and
people.
What do you notice?

Scene Clues
Two fictional scenes. Look closely.

Jo's school scene: then



Ari's school scene: now



Both scenes show children learning with a teacher.

What can you see?
What is still unknown?

Scenes are source illustrations of invented accounts, not all schools.

A visible clue

Scene A shows a blackboard.

Scene B shows a screen.

Both scenes show a teacher and children.

PREVIEW

A claim to check

Every child liked school.

Can we see every child's feelings?

The scenes do not establish that claim.

PREVIEW

Partner sorting

Take turns saying a statement.

Decide: clue or guess?

Point to the scene detail that helps

PREVIEW

Our school record

Use W03.

Sort each statement.

Record one visible clue and one thing still unknown.

PREVIEW

Another source

An account might tell us how one child feels

It still would not tell us every child's experience

PREVIEW

Our reflection

What changed between the scenes?

What continued?

Which clue supports your idea?

PREVIEW

Well Done!

Lesson 4

Leisure and games



Our learning

We can compare a game then and now.

We look for change and continuity.

PREVIEW

Leisure

Leisure is time for activities we choose.

Games can help people play together.

PREVIEW

Two game accounts

Read S4.

What material did Jo use?

What material does Ari use?

A Game Then and Now
Two different accounts

Jo Long ago	Ari Now
	
Jo: We passed a cloth ball and said each player's name.	Ari: We pass a soft foam ball and say each player's name.

What changed? What stayed the same?

What changed?	What stayed the same?

 Pass gently while seated. You can point to the next player instead. ☐

Our comparison

The ball material changes in these accounts.

Passing a ball and saying names continue.

People still play together.

PREVIEW

Our seated game

Sit in a circle with space.

Pass a soft ball gently, or point to the next player.

Say the player's name.

PREVIEW

Everyone can join

Offer a pointing or partner turn.

Give thinking time.

There is no race or elimination.

PREVIEW

Our game record

Use W04.

Compare the materials.

Explain one thing that stayed the same.

PREVIEW

A useful game question

What helped everyone take part?

Which part of S4 supports your conclusion?

PREVIEW

Our reflection

A game can change its materials.

Its purpose can continue.

Tell one example from today.

PREVIEW

Well Done!

Lesson 5

Communication



Our learning

We can explain how a message travels

The tool may change. People still connect

PREVIEW

Communication

Communication means sharing information.

A letter and a video call can both carry a message.

PREVIEW

Message tools

Look at T1 and T2.

What does each need?

What can each help people do?



A letter journey

1. Write the message.
2. Send it by post.
3. The other person reads it.

PREVIEW

A video call journey

1. An adult connects the device.
2. People talk or show a message.
3. They listen or view the message.

PREVIEW

Tools and access

A letter can be kept and read later.

A call needs electricity and a connection.

Different people have different access.

PREVIEW

Our pretend message

Use W05.

Draw, point or tell the steps in each journey.

Use pretend details and add it here.

PREVIEW

Purpose check

Has sharing a message disappeared?

No. People can still connect and share information.

The means can change.

PREVIEW

Our reflection

What changed in the journey?

What continued?

Which card helps you explain?

PREVIEW

Well Done!

Lesson 6

Three generations



Our learning

We can put three generations in order

We can use an account to compare children's books

PREVIEW

Generations

A generation is a group born at a similar time.

Our fictional family has older, middle, and younger generations.

PREVIEW

Our three accounts

Use S1.

Jo is the older generation. Sam is the middle generation.

Ari is the younger generation.

Three generations
Fictional accounts for our inquiry

Jo as a child

Jo

- I pushed a wooden toy.
- I wrote a letter to a friend.
- I played a passing game.

Sam as a child

Sam

- I built with pieces.
- I wrote letters and used a telephone.
- I played a passing game.

Ari now

Ari

- I build with pieces.
- I make a video call with an adult.
- I play a passing game.

Jo is Ari's grandparent. Sam is Ari's parent.
These accounts describe one invented family.

Our order

Jo's childhood came earlier.

Sam's childhood came after Jo's.

Ari is a child now.

PREVIEW

Our timeline rule

This timeline shows order.

The gaps do not show years.

We cannot read ages from the spacing.

PREVIEW

Our account clues

Jo pushed a wooden toy.

Sam and Ari build with pieces.

All three accounts describe play.

PREVIEW

Our timeline record

Use W06.

Put Jo, Sam and Ari in order.

Add a play or message clue from C1.

PREVIEW

Two source questions

What does the account add?

What remains unknown?

Listen to your partner's comparison.

PREVIEW

Our reflection

What changed in our fictional family?

What continued?

Name the account that helps.

PREVIEW

Well Done!

Lesson 7

Whose childhood



Our learning

We can compare two viewpoints.

Children living now can have different experiences.

PREVIEW

An account

An account tells us about an experience.

One account has a point of view.

We can listen to more than one.

PREVIEW

Lena and Ben

Use S3.

What does each child tell us about places and messages?

Both accounts are fictional.

Who's Childhood? Different places. Bright lives.

Fictional children living now

Lena: I play at a park. My mum helps me make a video call.

Ben: I play outside. The connection sometimes stops, so we also send a letter.

Both children play and share messages. Their places and access differ.

Can one account tell us about every child?

Different experiences help us understand.

A fairer view includes many stories.

Shared experiences

Lena and Ben both play.

Both share messages.

Their tools or access can differ.

PREVIEW

A reason from the source

Ben says the connection sometimes stops.

That helps explain the letter choice.

We use the account as our clue.

PREVIEW

Our respectful comparison

Describe the supplied account.

Avoid judging whose childhood is better.

Listen to a different explanation.

PREVIEW

Our viewpoint record

Use W07.

Record each account's detail.

Explain one difference with a matching clue.

PREVIEW

A source limit

Do these accounts tell us about every child?

No. Other children can have different experiences.

PREVIEW

Our reflection

What do these accounts share?

Why do they differ?

What else would we need to know?

PREVIEW

Well Done!

Lesson 8

Choose good evidence



Our learning

We can support a comparison with a relevant issue.

We can explain a source limit.

PREVIEW

Claim and evidence

A claim is an idea we explain.

Evidence is a clue that supports it.

The clue must match the claim.

PREVIEW

Our model claim

Jo used a wooden toy in S1.

S1 tells us this fictional experience.

T3 shows an illustrative toy type.

Three Generations
Fictional accounts for our inquiry

Jo as a child

Jo

- I pushed a wooden toy.
- I wrote a letter to a friend.
- I played a passing game.

Sam as a child

Sam

- I built with pieces.
- I wrote letters and used a telephone.
- I played a passing game.

Ari now

Ari

- I build with pieces.
- I make a video call with an adult.
- I play a passing game.

Jo is Ari's grandparent. Sam is Ari's parent.
These accounts describe one invented family.

A source match

Claim: Ari shares a video call.

Source: Ari's account in S1.

T2 helps us describe the tool

PREVIEW

An irrelevant clue

T7 shows a paper map.

It does not establish Jo's toy.

Choose a clue about the actual crime.

PREVIEW

Our evidence choice

Use W08.

Choose a play, school or message comparison.

Record each claim beside its source code.

PREVIEW

Our source explanation

Tell a partner why your clue helps.

Point to the exact card or account.

Explain one thing it cannot establish.

PREVIEW

A useful next question

What do we still want to know?

Which new source might help?

Keep the question safe and relevant.

PREVIEW

Our reflection

A supported idea has a matching clue

What makes your source useful?

PREVIEW

Well Done!

Lesson 9

Childhood museum talk



Our learning

We can explain childhood across three generations.

We can name our sources.

PREVIEW

Then, now and still

Then means a time in the past.

Now means the present.

Still helps us explain continuity.

PREVIEW

Our museum evidence

Look at S1 and your comparison records
Which clues show Jo, Sam and Ari's
childhood?

Three Generations
Fictional accounts for our inquiry

Jo as a child

Jo

- I pushed a wooden toy.
- I wrote a letter to a friend.
- I played a passing game.

Sam as a child

Sam

- I built with pieces.
- I wrote letters and used a telephone.
- I played a passing game.

Ari now

Ari

- I build with pieces.
- I make a video call with an adult.
- I play a passing game.

Jo is Ari's grandparent. Sam is Ari's parent.
These accounts describe one invented family.

A model explanation

Then Jo pushed a wooden toy.

Now Ari builds with pieces.

Still children play.

PREVIEW

A second change

Jo wrote a letter.

Ari shares a video call with an adult.

The message tool differs.

PREVIEW

Our museum talk

Use W09 and the comparison organiser.

Show three generations, two changes and one continuity.

Name the source clues.

PREVIEW

Our partner question

Ask: Which source helps you?

Answer by showing a card or account.

Listen kindly and give time.

PREVIEW

Different ways to explain

Tell, draw, point or use a communication device

An adult may record your words.

The learning check stays the same

PREVIEW

Our reflection

What changed? What continued?

What can your evidence not tell us?

PREVIEW

Well Done!

Lesson 10

Question revisited



Our learning

We can return to our question.

We can revise an idea when evidence helps.

PREVIEW

Our first question

Look at W01.

What did you want to know about childhood?

What clues have we collected?

PREVIEW

Our first idea

I thought old and new games were completely different.

S4 shows both children passing a ball.

A Game Then and Now
Two different accounts

Jo Long ago



Jo: We passed a cloth ball and said each player's name.

Ari Now



Ari: We pass a soft foam ball and say each player's name.

What changed? What stayed the same?

What changed?

What stayed the same?



Pass gently while seated.
You can point to the next player instead.

Our revised idea

The ball material changes.

Playing together continues.

The account helped us revise our idea

PREVIEW

A new fictional example

Nia used a fabric doll.

Eli uses a wooden doll.

Both tell pretend stories.

PREVIEW

Our transfer check

What changed in the doll example?

What stayed the same?

Which detail supports you?

PREVIEW

Our final record

Use W10 and assessment page 2.

Explain a change, a continuity and a source of ...

Record your next question

PREVIEW

Our evidence conference

Show your three-generation comparison

Explain two changes and one continuity

Name a clue and a different view, pair

PREVIEW

Our reflection

What idea did you revise?

What do children still need?

What would you like to investigate next?

PREVIEW

Well Done!

Childhood Then and Now Quiz



Our quiz choices

Think, then show your answer.

You may speak, point, draw or use a communication device.

Explain the clue that helps you.

PREVIEW

Question 1

Has the purpose of sending a message disappeared because the device changed?

PREVIEW

Answer I

No. People can still connect and share information. The tool or means can change.

PREVIEW

Question 2

Did every child in the past have the same access to schooling?

PREVIEW

Answer 2

No. Place, time, access and circumstances differed. One account cannot tell us everyone's experience.

PREVIEW

Question 3

T3 shows wood and wheels. Is that a visible clue or a guess?

PREVIEW

Answer 3

A visible clue. Those features are shown in the illustrative object.

PREVIEW

Question 4

Scene A in S2 shows a blackboard. Does it tell us how every child felt?

PREVIEW

Answer 4

No. The blackboard is visible. Everyone's feelings are not established.

PREVIEW

Question 5

Put the fictional childhood accounts in order: Ann, Jo, Sam.

PREVIEW

Answer 5

Jo, then Sam, then Ari. The timeline shows order. Its gaps do not show years.

PREVIEW

Question 6

In S4 the ball material changes. What continues in the game?

PREVIEW

Answer 6

Children pass a ball, say names and play together. A relevant account detail supports the answer

PREVIEW

Question 7

Ben's connection sometimes stops in S3. What might he also send a letter?

PREVIEW

Answer 7

The supplied account explains an access difference. A letter is another way to share a message.

PREVIEW

Question 8

Which helps a claim about Jo's toy: Jo's account in S1 or the paper map T7? Why?

PREVIEW

Answer 8

S1. It tells Jo's fictional toy experience. T7 does not establish that claim.

PREVIEW

Question 9

New fictional case: Nia used a fabric doll. Ni uses a wooden doll.
Both tell pretend stories. What changed and what continued?

PREVIEW

Answer 9

The doll material changed. Pretend story telling continued. The supplied details support this comparison.

PREVIEW

Question 10

New fictional case: Kim's picture shows a boy. We do not know its owner. May we say every child owned it? What should we ask?

PREVIEW

Answer 10

No. Ask who used it or seek another relevant source. One picture cannot establish universal ownership.

PREVIEW

Our reflection

Which clue helped you?

What question would you investigate next?

PREVIEW

Well Done!