




Thursdays 11.45-12.00

- *ÙbX% C WèVf*

BBC2

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.



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Environmental Studies Social Subjects

6iiVcb Zci 'dj iXdb Z '[dX] hHdXVahj WZXhÉ'EZdeā'ē'i] Z'EVh'

'AZkZa6\$7

<p>Knowledge and understanding</p> <p>People, events and societies of significance in the past</p> <p>9 ZkZae'ē\ 'Vc' j cYZghVcY'ē\ d[Yti'ēXi kZ [ZMj gZh d[aZ'ē'i] Z'eVh' VcY'] n'XZgiVc' hdXZi Z'h'eZdeā' VcY' ZkZcihVgZ' gZ\VgZY' Vh' h'c'XVci#</p> <p>Change and continuity, cause and effect</p> <p>9 ZkZae'ē\ 'Vc' j cYZghVcY'ē\ d[XZkZae'ē\ 'Vc' Xdcicj' n'dkZg j mZgVd[XV] hZ' VcY' Z[[ZXi'ē'] h'dgXVaxdciznih#</p> <p>Time and historical sequence</p> <p>9 ZkZae'ē\ 'Vc' j cYZghVcY'ē\ d[i' b Z'VcY'] dl' ZkZcih'ē'i] Z'eVh' gZM'Z'id'dcZ' Vcdi] Zg'ē' V' X] gldca\XVā deVh'</p>		<p>778' egd\gMb b Zh' iZVX] Zgh'cdiZh' l dg h] ZZih</p> <p>6 [iZgi] Z' egd\gMb b Zī' Y' hX] h' dch'j h'ē\' l] V4L] ZgZ4 L] Zc4L] n4 fj Zh' dchVh' hVg'ē\ ed'cih</p> <p>H \ZhiZY' Vh' k↑Zh' VcY'i] Z' gZhdj gZh' gZxdb b ZcYZY' [dg i] Zb' VgZ' ahZY' l ↑] ē'i] Z'cdiZh [dg ZVX] 'egd\gMb b Z</p>	
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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.

Egd\gMb b Z'D cZ

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.

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.

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).

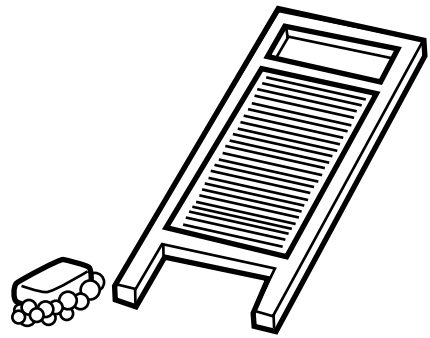
Signs for shops in structured play activities.

*K \U*did Mr P find in the attic?

*K \Y*did people go to buy things like potatoes, bread and mince?

*K \B*were the 'Good Old Days'?

*K \m*were The Happy Gang tidying Uncle Stewart's house?



Life in the 1950s and 1960s

Egd\gMb b Z11 d

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.

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

Recipe books with traditional recipes.

Pictures of food, sweets and school rooms.

Instructions and equipment for playground games.

*K \U*types of foods and sweets did people eat during the 1950s and 1960s?

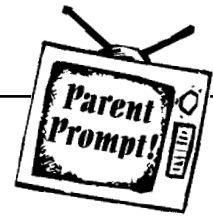
*K \Y*did the new kinds of food, like kebabs and wraps, originate from?

*K \B*children misbehaved in class, how were they punished?

*K \m*did people have bad teeth or have to wear false teeth (*ZgMg*) in the 1950s and 1960s?

Before the programme

1



Food in the 1950s and 1960s

Back In Time

It's good to talk
