

# Medium-term planning Autumn 1: Telephones

## National Curriculum objectives

Children should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
- significant historical events, people, places in their own locality
- events beyond living memory that are significant nationally or globally

W	Outcomes	Historical concepts
1	<ul style="list-style-type: none"> <li>• Know about past communication methods such as letters, telegrams, smoke signals, message sticks and Morse Code.</li> <li>• Can sort photographs or examples of telephones into chronological order.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>• Show where people and events they study fit within a chronological framework.</li> <li>• Identify similarities and differences between ways of life in different periods.</li> <li>• Use a wide vocabulary of everyday historical terms.</li> <li>• Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> <li>• Understand ways in which we find out about the past.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Know who Alexander Graham Bell was and when he lived.</li> <li>• Can understand the reasons why he invented the telephone.</li> <li>• Can experiment with sound vibrations to understand how Bell invented the telephone.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an awareness of the past.</li> <li>• Show where people and events they study fit within a chronological framework.</li> <li>• Use a wide vocabulary of everyday historical terms.</li> <li>• Choosing and using parts of stories and sources to show that they know and understand key features of events.</li> <li>• Understand ways in which we find out about the past.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Can investigate an old telephone and describe it.</li> <li>• Can make comparisons with a modern telephone.</li> <li>• Can use sources such as photographs and oral accounts to find out about a telephone exchange from the past and how it was used.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an awareness of the past.</li> <li>• Identify similarities and differences between ways of life in different periods.</li> <li>• Use a wide vocabulary of everyday historical terms.</li> <li>• Choosing and using parts of stories and sources to show that they know and understand key features of events.</li> <li>• Understand ways in which we find out about the past.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Can make simple telephone switchboards and write dialogue for the operator and user.</li> <li>• Can create an old-fashioned telephone exchange for class role play.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an awareness of the past.</li> <li>• Show where people and events they study fit within a chronological framework.</li> <li>• Identify similarities and differences between ways of life in different periods.</li> <li>• Use a wide vocabulary of everyday historical terms.</li> <li>• Choosing and using parts of stories and sources to show that they know and understand key features of events.</li> <li>• Understand ways in which we find out about the past.</li> <li>• Identify different ways in which the past is represented.</li> </ul>
5	<ul style="list-style-type: none"> <li>• Know when telephone boxes were first used and discuss the change in design over time.</li> <li>• Can write a telephone box poem.</li> <li>• Know how people used telephones in telephone boxes.</li> <li>• Know some reasons why telephone boxes are not used so much today.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an awareness of the past.</li> <li>• Identify similarities and differences between ways of life in different periods.</li> <li>• Use a wide vocabulary of everyday historical terms.</li> <li>• Choosing and using parts of stories and sources to show that they know and understand key features of events.</li> <li>• Understand ways in which we find out about the past.</li> </ul>
6	<ul style="list-style-type: none"> <li>• Know that emergency services are available by telephone and can recreate emergency scenarios.</li> <li>• Are familiar with the appearance of some unusual telephone designs of the past and can design a telephone of the future.</li> </ul>	<ul style="list-style-type: none"> <li>• (same as week 3)</li> </ul>
<b>Assess and review</b>		<ul style="list-style-type: none"> <li>• To assess the half-term's work.</li> </ul>