



## **Home**

### **Teachers and Parents**

This theme explores memories of home life between 1900 and 1950. Extracts have been selected from the archive around memories of childhood games, food and shopping, the weekly routines of laundry, and baths, and the arrival of modern entertainment - radio.

Please click the link below for suggestions on how to use the materials to support teaching and learning in a classroom setting.

### **[History Keystage 2](#)**

### **[Drama Keystage 3](#)**

### **[Other curriculum links and further study links for Keystage 2](#)**



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### Home - Keystage 2

#### Schemes of Work

Below are links to relevant schemes of work.  
[History Unit 13 - How life has changed since 1948.](#)

#### Objectives

What are the changes in work, home life, popular culture, population and technology in Britain since 1948? When did these changes happen?

#### Activities

Using the extracts discuss some of the characteristic features of the home life of British society before WWII, *e.g. listening to the radio, games children played, shopping and cooking, the routines for cleaning, laundry and personal hygiene.*

Talk about what it means to do an enquiry. Introduce the two main questions and the topic areas. Explain that the enquiry is carefully structured in five stages. They will work in groups to research a topic and will present their findings using a time line.

#### Outcomes

Identify some characteristic features of British life before 1948.

#### Suggested tasks

Divide the class into five groups. Each group will look at a different theme from Home, and will do the following:-

- identify key characteristics of the theme
- list differences and similarities of key characteristics of life before 1948 and life now.
- report back to class their findings

As a class discuss possible reasons for change:  
*e.g., science and technology, manufacturing.*

Written work: Ask students to compare life before 1948 and life now. Was life better in the past?



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### Drama - Keystage 3

**1.** Read the section **Washdays** and its sub-theme pages, focusing on the housework activities.

Each pupil chooses one activity to recreate through mime and a sound effect, from the ones described in the article. As a whole class or in groups, pupils create a 'housework machine' starting off with one person repeating their mime and action, and one by one others joining in with theirs. Pupils should try to make a connection with others mimes in the 'machine' (*suitable for Year 7*)

- *Extension* - teacher or a pupil can control the sound level and speed of the 'machine' through agreed hand signals. Pupils can add a phrase, e.g., 'Scrub, scrub, scrub, work's never done', in place of a sound effect.

**2.** Read the section **Radio Days**.

In groups, devise a family scene in which a family are tuning into a radio for the first time. Set the scene and characters clearly and make sure the scene has a clear beginning middle and end. (*suitable for Years 7 and 8*).

- *Extension* - Include a change in energy when the radio is brought into the room, e.g., calm to excited, and include a dramatic pause to increase tension when tuning it in. Use space to help create the tension even more e.g., from spread out to crowding round. (*suitable for Year 8*)

**3.** Read the section **Games**.

In groups, create a sequence of six tableaux, which shows children having a game of 'Release' and then the police arrive and everybody scatters and hides. Include a range of space and levels and clearly visible body-language and facial expression, to convey mood and atmosphere. Put to appropriate music and find a way of moving, as a group, from one tableau to the next. (*suitable for Years 8 and 9*)

As a class (nine volunteers to be in the photograph are 'sculpted' into shape by the rest of the class) or in groups, recreate a tableau of the photograph of the boys playing marbles. Each pupil then thinks of a thought that their character might be having, and one by one speaks it aloud, whilst the others stay frozen. (*suitable for Years 7 and 8*)

- *Extension* - Create a scene, starting from the tableau, in which one of the 'Alleys' goes down an 'area'. Which boy is chosen to go and ask his mother for a clothes prop and soap and how is he persuaded? Try to include at least three manners of persuasion, e.g., bribery, blackmail, flattery, threatening, begging. (*suitable for Year 8*)



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### Home - Keystage 2 - Other curriculum links and further study links

**Science:** Why not visit -

<http://nobelprize.org/physics/educational/transistor/function/crystalradio.html> and demonstrate to the class how a 'cat's whisker radio' works. You could link this in with Scheme of Work, Science Keystage 1 and 2, Unit 4F.

**History:** Using 'Saturday was bath night', explore the links between public baths and the Romans. This links with Scheme of Work, History 1 and 2 Unit 6A.

#### Further study links

##### Washdays

[http://www.mybrightonandhove.org.uk/godwin\\_road\\_memories2.htm](http://www.mybrightonandhove.org.uk/godwin_road_memories2.htm)

<http://www.fellpony.f9.co.uk/country/washday/washday.htm>

<http://www.bbc.co.uk/worldservice/people/features/mycentury/transcript/wk37d5.shtml> <http://www.bristol-city.gov.uk/ccm/content/Leisure-Culture/Museums-Galleries/recent-acquisitions-introduction-city-museums-and-art-gallery.en?page=5>

<http://www.carbolicsoap.com/>

##### Entertainment at home

<http://www.etedeschi.ndirect.co.uk/index.htm>

##### Street games

<http://web.ukonline.co.uk/conker/conkers-and-ghosts/marbles.htm>

[www.streetplay.com/thegames/marbles/](http://www.streetplay.com/thegames/marbles/)