



Year 2 – Technology – changes within living memory



How has technology changed our lives over the last 60 years? – Lesson 2

Lesson

2 of 6

Learning objective

I can name some of the ways in which we write in the present day and what was used in the past.
I say what these technologies can and cannot do.

National Curriculum links

NC KS1:

Children will:

- 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.
- be taught about changes within living memory, where appropriate, these should be used to reveal aspects of change in national life

Key lesson question

How has technology changed how we write?

Resources

- lesson presentation (PPT)
- practical activity ideas
- stop and jot worksheet
- activity worksheets
- additional challenge – included in PPT

Teaching input

- **Historical skills** – Review the 'key historical' and 'supporting enquiry' skills the children will use in this lesson, highlighted on the slide.
- **How has technology changed our lives over the last 60 years?** – The slide shows the lesson questions the children will answer in this unit. The current lesson's question is highlighted on the slide.
- **Key vocabulary for this lesson** – Go through the key vocabulary for this lesson and their definitions. Have any of the children heard these words before? Did they already know their meanings?
- **Historical significance** – Introduce Kandi. Read what Kandi says about the key historical skill, 'historical significance'. Use this slide to teach the children what these terms mean. They will be used multiple times throughout the unit, and the children need to know what they mean. Each lesson will focus on a different key historical skill.
- **True or false activity** – Use this slide to re-cap prior learning and address any misconceptions from the previous lesson. Answers are displayed on the following slide.
- **Stop and jot 1** – Children are to discuss the question with their learning partner and record their ideas on the stop and jot 1 worksheet. Some possible answers are displayed on the following slide. Children may suggest other alternatives.
- **Timeline** – Explain the timeline.
- **60 years ago** – Use this slide to introduce the typewriter. If you have a real typewriter available to use in this lesson, it would be nice to do a big reveal of the machine here.
- **Let's watch** – Watch the video clip of the children exploring a typewriter for the first time. Keep pausing the video at key points to see if the children have any questions or to ask them to share what they have learnt about how a typewriter works.
- **'Hands on' history** – If you have a real typewriter available, a demonstration of how it works would be great here. The children could try to explain to you how to use it after watching the video clip. It is important in this section that it is made clear that a typewriter can only type words. It cannot complete fancy actions such as changing font and colour like a computer.
- **Timeline** – Show the timeline with the typewriter added.
- **40 years ago** – Use this slide to share key facts about the computer or PC.
- **Timeline** – Show the timeline with the PC added.
- **30 years ago or less** – Use this slide to share key facts about more recent technology, such as mobile phones, tablets and laptops.
- **Timeline** – Show the timeline with the more recent technology added. You could use this as a point to share which of these items the children are familiar with, which they may have in their homes or have seen/used before.
- **Activity 1** – Moving around 5 different stations, the children are to write with both new and old technology thinking about what they can and cannot do. Use the following answer slides for the children to feedback their ideas.
- **Activity 2** – Following on from Activity 1, children are to respond in writing by choosing one technology that they explored and describing what they can and cannot do.
- **Challenge** – With their learning partner, children should discuss the true or false statement using their learning from the lesson. Take feedback from the class before sharing the answer on the following slide.

Main activity

Activity 1 – The children are to move around the room and visit 5 different stations. At each station, they will try to write using **technology** from the **past** and the **present**. As they try writing at each station, children are to discuss with their learning partner what each technology **can and cannot** do. Take feedback from the class, some possible answers are displayed on the following slide.

Activity 2 – Using the activity 2 worksheet, the children are to choose one of the technologies from activity 1 and write about what they could and could not do with that particular technology.

Challenge

True or false? - The way we write has not really changed in the past 60 years

Cumulative quiz questions

4. True or false? 60 years ago, we used to use typewriters to help us write.
5. In the 1940s, why were computers not in people's homes?
6. Finish the sentence, 'As the years have progressed, devices have become much _____.'

Self-assessment

- I can say how technology has changed the way we write.

Key vocabulary

after - later in time

before - at an earlier time, in the past

technology - something created by humans to make things easier and/or solve a problem

typewriter - a machine with keys for producing letters and numbers one at a time on paper

