

Communication Then and Now : History : Year 2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out about early writing systems.	Children will consider all the modern ways in which people can communicate with each other. They will then explore how people starting communicating through cave paintings, then look at ancient Egyptian hieroglyphics. They will start to understand that the ways people communicate changes over time.	<ul style="list-style-type: none"> • Can children name a variety of forms of communication? • Do children know that forms of communication have developed over time? • Do children know that early writing systems used symbols instead of letters? 	<ul style="list-style-type: none"> • Slides • Word Cards 1A/1B/1C • Hieroglyphics Alphabet sheet (FSD? activity only) • Ancient Egypt Frames (FSD? activity only) • Picture Cards (FSD? activity only)
Lesson 2	To find out who William Caxton was and what he introduced to Britain.	Children will learn how writing developed and how early books were produced. They will go on to look at the invention of the printing press and how this changed the way in which people were able to communicate and access information.	<ul style="list-style-type: none"> • Do children know that William Claxton brought the first printing press to Britain? • Do children understand what a printing press is and how it works? • Can children describe some of the ways in which the printing press changed people's lives? 	<ul style="list-style-type: none"> • Slides • Fact Sheet 2A • Worksheet 2A/2B/2C • Challenge Sheet 2A/2B (FSD? activity only) • Typesetter Letters (FSD? activity only)
Lesson 3	To find out about the invention of telegraphs and Morse code.	Children will learn about ways in which people sent messages and post to each before telegraphs before looking at how telegrams changed the way people communicated. They will learn about Morse code and learn to translate simple Morse code words. They will consider why telegrams are no longer sent today.	<ul style="list-style-type: none"> • Do children know what a telegraph is? • Do children understand how Morse code was used to send messages? • Do children know that telegrams are now obsolete? 	<ul style="list-style-type: none"> • Slides • Morse Code Alphabet video mp4 • Worksheet 3A/3B/3C • Morse Code Alphabet • Morse Code Word Cards • Word Cards • Role-Play Cards (FSD? activity only)
Lesson 4	To find out who Alexander Graham Bell was and what he invented.	Children will learn about Alexander Graham Bell and the invention of the telephone. They will look at examples of early telephones and how they worked. They will explore the differing ways in which the telephone was received by the public and think about how phones have developed over the years.	<ul style="list-style-type: none"> • Do children know who Alexander Graham Bell was? • Can children describe what the first telephones were like? • Can children describe some of the ways in which telephones have developed? 	<ul style="list-style-type: none"> • Slides • Diary Entry sheet • Question Cards • Worksheet 4A/4B • Help Sheet (FSD? activity only) • Plastic cups, string, sharp pencils (FSD? activity only)
Lesson 5	To find out about Tim Berners-Lee and what he invented.	Children will recap the developments in communication up to the invention of the telephone, then find out about Tim Berners-Lee and the invention of the world wide web. They will consider how the internet has changed the ways in which people can communicate and share information.	<ul style="list-style-type: none"> • Do children know who Tim Berners-Lee is and what he invented? • Do children understand ways in which the internet has changed how people access information? • Do children understand ways in which the internet has changed how people communicate? 	<ul style="list-style-type: none"> • Slides • Access to the internet • Worksheet 5A/5B/5C/5D
Lesson 6	To compare the lives of William Caxton and Tim Berners-Lee.	Children will place the major events in the history of communication on a timeline before comparing the lives and achievements of William Caxton and Tim Berners-Lee. They will think about how the way of life for both of these men is different and identify ways in which life is different today from the fifteenth century.	<ul style="list-style-type: none"> • Can children remember key facts about William Caxton and Tim Berners-Lee? • Can children identify similarities between the lives of Caxton and Berners-Lee? • Can children identify ways in which life has changed since the fifteenth century? 	<ul style="list-style-type: none"> • Slides • Worksheet 6A/6B/6C/6D • Speech Bubble Cards A/B/C • Question Cards (FSD? activity only)
Lesson 7	To summarise the history of communication.	Children will order the major events in the history of communication chronologically on a timeline. They will consider which invention or development they think was most important, giving reasons for their choices. They can express their understanding of the history of communication in a variety of different ways.	<ul style="list-style-type: none"> • Do children understand that people have communicated in different ways in the past? • Can children describe some of the key developments in the history of communication? • Can children describe some of the significant people involved in the development of modern communication? 	<ul style="list-style-type: none"> • Slides • Worksheet 7A/7B/7C • Timeline Cards 7A/7B • Information Book Sheets (FSD? activity only) • End of Unit Quiz