

Teacher's notes and class activities

These resources have been designed to complement a new BBC One series about High Street history called Turn Back Time due to broadcast in November 2010, although the learning activities in the Turn Back Time resource pack (available as a separate download) can be used as stand-alone activities incorporated into your normal history programme of study.

The learning activities can be adapted for children aged 5- 14 and are suitable for the English, Scottish, Northern Irish and Welsh curricula. The activities, if all undertaken, would last about 4 hours. They could form part of a discreet programme of study on local history or be incorporated into the topics of the Victorians, Edwardians, the inter-war years, World War Two, Britain since World War Two or as part of themes on food, shopping and/or advertising.

National Curriculum Links

These curriculum links relate to the activities outlined in this document.

England

- History – Activities 1, 2, 3, 4, 5, 6, Plenary
- Geography – Activities 1, 2, 3, 4, 5, 6, Plenary
- English – Opening activity, Activities 1, 2, 3, 4, 6
- Art and Design – Activities 2, 4, 6
- Design and Technology – Activities 2, 4, 6
- Mathematics – Activities 3, 6
- Personal Social and Health Education - Opening activity, Activity 1, 3, 5, 6
- ICT – Activities 2, 3, 4, 5
- Science – Opening activity

Northern Ireland

- The World Around Us: History – Activities 1, 2, 3, 4, 5, 6, Plenary
- The World Around Us: Geography - Opening activity, Activities 1, 2, 3, 4, 5, 6, Plenary

- Language and Literacy – Opening activity, Activities 1, 2, 3, 4, 6, Plenary
- The Arts - Activities 1,4
- Mathematics and Numeracy – Activities 3, 6
- Personal Development and Mutual Understanding – Opening activity, Activities 1, 3, 5, 6
- The World Around Us: Science and Technology – Opening activity, Activities 2, 3, 4, 5, 6, Plenary

Scotland

- Social Studies: History and Geography – Opening activity, Activities 1, 2, 3, 4, 5, 6, Plenary
- Languages: Literacy and English and/or Literacy and Gaidhlig – Opening activity, Activities 1, 2, 3,4, 6
- Art and Design – Activities 2, 4
- Mathematics – Activities 3, 6
- Health and Well Being – Opening activity, Activities 1, 3, 5, 6, Plenary
- Technologies: ICT and Computing Science, engineering, Design and graphics – Activities 2, 3, 4, 5, 6, Plenary
- Science – Opening Activity

Wales

- History – Activities 1, 2, 3, 4, 5, 6, Plenary
- English and/or Welsh – Opening activity, Activities 1, 2, 3, 4, 6
- Art – Activities 2, 4
- Design and Technology – Activities 2, 4, 6, Plenary
- Mathematics – Activities 3, 6
- Geography – Opening activity, Activities 1, 2, 3, 4, 5, 6, Plenary
- Personal and Social Education – Opening activity, Activity 1, 3, 5, 6
- Science – Opening activity
- Information Technology – Activities 2, 3, 5

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Resources

- Turn Back Time resource pack (available as a separate download).
- Shopping bags with selection of shopping listed in the Opening activity.
- ICT research facilities and/or Interactive White Board (IWB).
- Paper, pens and pencils.
- Sticky labels.
- Old high street photographs (or ICT facilities to research old photos on the internet).

Teaching and learning activities

Opening activity

- Show the class a variety of types of products that includes carrots, leeks, broccoli, turnips, parsnips, potatoes, apples, bananas, pears, plums and an example of soft fruit, sewing cotton, wool, socks, tinned food, meat, newspaper, milk, eggs, cheese, bottle of medicine, sweets, nails, saucepan, bicycle pump, margarine/butter, necklace, fish, stamps, record/CD, pair of shoes, and an item of school uniform.
- Ask the class to identify the types of fruit and vegetables. Then ask the class to state where they would buy each type of product. Most will say the supermarket but some will divide the food and clothes into separate types of shop and/or simply give the names local or chains of shops.
- Record the shops mentioned on the IWB.

Activity 1 – Types of shop

- Cut out the **Shop signs** (Turn Back Time resource pack pages 2-6) and place them at strategic points around the class. Look at the class list from the Opening activity to see if they have named any of the types of shop included in the signs around the classroom. Discuss that from Victorian times until the 1960s supermarkets were not so common and people shopped nearly everyday at a variety of shops. Explain that for some

people this meant a trip to a large high street in a local town while for others it meant walking to a small parade of local shops in one part of the town/city or a selection of village shops.

- Split the class into groups of 3 pupils and give them a shopping basket with a selection of things from the first activity. Ask each group to return their goods to the shops at which they think they were purchased by placing the goods under the signs around the classroom.
- Ask students to complete the **Wordsearch** (Turn Back Time resource pack page 7). Discuss the answers as a class.

Activity 2 – The shop front

- Explain that even in Victorian times shops had a sign/advert outside the shop to explain what they sold and encourage people to buy their goods.
- As a class discuss what makes a good advert. Think about design points such as colour, size of letters and how persuasive language, alliteration and rhyme are used to construct memorable slogans.
- Ask the class to suggest advertising slogans that they remember from TV and what makes them memorable.
- Split the class into pairs and ask them to stand by one of the shop signs around the class. Explain that they are the owner of the shop and they have to design their own advert. Hand out the **Design your own shop advert worksheet** (Turn Back Time resource pack page 8) and ask the class to design an advert to place outside their shop. They have to imagine that this shop was on their local high street or parade of shops.

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Activity 3 – Going shopping

- Hand out the **Historic shopping lists** (Turn Back Time resource pack pages 9, 10) Either split the class into pairs to look at all the lists or divide the class into 5 groups to work out the answers.
- Feedback the answers to the class and discuss how the cost and types of goods changed. Discuss as a class if what are considered essential goods to a healthy diet have changed.
- If you are looking at the history of World War Two you could ask the class to walk around the shops placing labels on the goods that were rationed and how much people were allowed to buy, those goods that were very scarce and those that were not available such as bananas.
- Ask the class to return to their shops and using the internet work out the present day cost of the goods in their shop. They must then label the goods.
- Split the class into groups of 3-4 pupils and tell each group that they have an imaginary £15 to spend. They have to see what they could buy from their class shops in order to feed a family of 4 three healthy meals for a day, replace or repair a jumper with a hole in it or a pair of shoes, replace an old saucepan, buy a new CD, and buy some nails to repair the curtain rail that has fallen down in their bedroom. They must work out a shopping list first and then go to each shop to see if the goods are available (and if not find a replacement) and work out the cost. They must then discuss as a group what they really need and what they can afford to buy.
- Feedback and discuss as a class from the items placed in their shops what are essential goods that we need to stay healthy and what are luxuries.

Activity 4 – The High Street

- Split the class into groups of 2-3 pupils and hand each group one of the six periods on **The High Street worksheets** (Turn Back Time resource pack pages 11-13). Using the internet, ask each group to research photos or drawings from their period. It would be good if these could be local examples but if not there are examples of old photos on the Turn Back Time Flickr group. Visit bbc.co.uk/history/handsonhistory for more information.
- Hand out the **What Am I looking for worksheet** (Turn Back Time resource pack page 14) and ask pupils to assess their photograph using these guidelines. For younger pupils discuss these ideas as a class and run the activity more like a spot the difference task.
- Ask the class to feedback their ideas. As the class feedback compile a list of points to look for in a Victorian, Edwardian, 1930s, WW2, 1960s, 1970s type of shop.
- For younger pupils hand out the **Grocery shop colouring worksheet** (Turn Back Time resource pack page 15).
- Arrange a class visit to the local high street with the aim of completing the **Flickr group activity** (Turn Back Time resource pack page 16). Ask the class to ask family and/or long term local residents for copies of family photographs of the local high street to use in this activity.



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Activity 5 – The development of the High Street

This activity would apply specifically to older pupils.

- Split the class into of 3-4 groups. Complete the **High Street Quiz** ([Turn Back Time resource pack page 17](#)). Use the internet to look up the answers to the quiz. This could be run as a mini-competition to see which group can find all the answers first.



Activity 6 – Our High Street

- Set the class a project to investigate the history of their local high street and carry out a 21st Century Survey. This may involve research in local archives or libraries, internet research and talking to local people before taking a class trip to the local high street. Use **A guide to researching the history of your high street** ([Turn Back Time resource pack pages 19-24](#)) to help you plan this project. The class need to record the following information for their survey:
 - The types of shops and whether they are independent or part of a chain (including photographs).
 - Evidence of shops that were designed in previous eras.
 - Various types of adverts on display inside shops or on the street.
 - It would also be useful for pupils to talk to local residents:
 - Arrange interviews with small local shop owners eg a butchers or chemist to find out about the history of their shop.
 - Small groups could visit local elderly residents. Local care homes and/or day centres may be able to help find people who have lived in the area for a number of years. Elderly people love talking about shopping and the price of goods.

This will need to be organised before the high street visit and obviously pupils will need to be accompanied by an adult and child protection policies followed.

- Once pupils return to the classroom they need to print their photographs and record their survey findings in order to produce a display in school and/or at the local library about the 'History of our high street'. It would be good if you could link with other schools in the area and other groups looking at this history in order to produce a detailed display.

Plenary

- Either split the class into groups to complete the **High Street Quiz** ([Turn Back Time resource pack page 17](#)) using the internet or take it home to complete with their parents.
- Split the class into groups and get the class to write another round on the history of their local high street history. Pass the quizzes around in a carousel to see if the class can answer all the questions.
- Ask pupils to compile a whole class Quiz using the best questions which pupils can take home to see if their parents can answer the questions.
- These examples can be added to their class display and/or local exhibition or maybe published in a parish magazine and/or on a village/town website and/or in a local newspaper.

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