

A 1950s childhood around Wide Lane, Swaythling

Key Stage 2 subject: Geography (Exploring changing land uses)		
Learning objectives: 1. Learn what it was like to play out in Swaythling in the 1950s 2. Imagine and creatively express a 1950s childhood 3. Compare and contrast to own experiences of growing up in (or near) Swaythling today		
Key vocabulary: Rural, Urban, Residential, Industrial		Key questions: What would it be like to play out in the 1950s? How is it similar or different to today? What has changed and why?
Time	Activity (and learning objective)	Resources
00:00	Teacher-led introduction ➤ Introduce the area of Wide Lane, Swaythling and show on a map ➤ Explain that over the next three sessions the class will be investigating the changing land uses of Wide Lane, Swaythling and exploring how changes have affected the lives of people who live and work in the area ➤ Use Chapter 1 of booklet to introduce the period from 1910 to the 1950s. ➤ Watch first section of film: From fields to Ford and beyond. ➤ Describe and discuss how the area built-up from fields to a factory (1910: Edwin Rowland Moon tested his Moonbeam II over the fields of Wide Lane; 1920s: Herbert Collins houses; 1930s: the airfield was built; 1939: Sir Hugo Cunliffe-Owen built an aircraft factory with the coming of the war).	-Handout1-maps -google map -Booklet-Ch.1 (Taking-Off) -Film-from fields to Ford and beyond
00:05	Exploring sources • Listen to audio montage of Eric, Alan and Pauline sharing their memories of growing up in the local area between the 1930s and 1950s • Look at accompanying photographs • Write a list of similarities and differences between 1950 and today	-MP3 of childhood memories -Images of Cunliffe-Owen factory & children
00:30	Poetry writing task Look at the picture of Pauline and her friend playing out in the 1950s. Put yourself in their shoes. Imagine you are looking through their eyes. What do you see, hear, smell and wish for? Use your answers to create a poem.	-Handout2-activity
00:50	Plenary: Q1) What are the similarities and differences between a 1950s childhood and a modern childhood? Q2) What are the key changes between 1950s and today? Q3) Which era would you prefer to live in?	
/	Further activities / differentiation Use the suggested activities at the end of Chapter 1 in the booklet to create further sessions, or to provide more challenge for more able pupils.	