

The Tilstock Time Capsule Project



The Nokia mobile phone

- How have phones changed over the past 20 years?
- What can phones do now that they could not do 20 years ago?
- What has been the impact of this change?
- how have mobile phones today made life better?
- How have phones today made things more difficult?

The Floppy disk

- What is a floppy disk?
- Why were they used in 2001?
- How do we store this information on our computers now?
- What has been the impact of this?

Pokeman and PG Tips playing cards

- What was Pokeman?
- What can you find out about PG Tips playing cards?
- Do children still play with card games in 2021?
- If not why do you think this is?

Playstation

- What were play-stations like 20 years ago?
- How have they changed? What can they do now that they couldn't 20 years ago?
- Do you think this is a good thing? If not why not?
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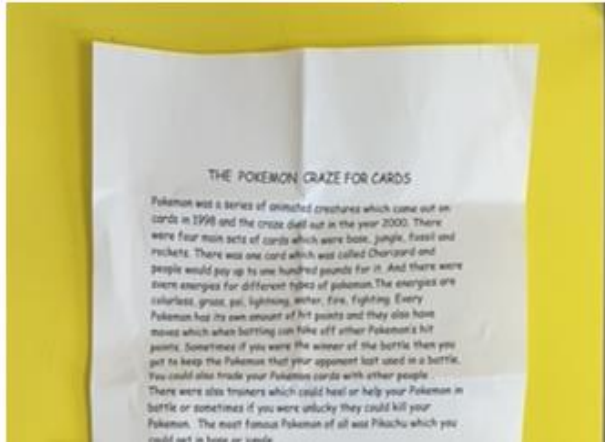
Food packaging

- What were the key brands of foods 20 years ago? Are they the same as the ones today?
- How was food packaging different 20 years ago? How has it changed?
- Why do you think these changes occurred?
- What has the impact of these changes been? (good and bad)
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Newspaper report in 2001

- What were the main headlines in 2001?
- What was the Millennium?
- How have newspapers changed over the past 20 years?
- Do people buy as many newspapers now? Why do you think this is?
- How else can people get the news headlines today?
- What is the impact of this?

On discovery of the Tilstock Time Capsule from January 2001, Mrs Kaminski would like you to use your 'working like a historian' skills to either:
Choose one of the objects for a comparison study or use the question prompts above to think about how technology has changed over the past 20 years.



What was inside the Tilstock Time Capsule?

- A nokia phone
- A floppy disk
- Playing cards
- An old crisp packet
- A newspaper report

Have a look at the 'working as a historian skills overleaf to see what skills you have used in your project!

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Chronology Understands and uses common words related to the passing of time and uses simple timelines to sequence</p>	<p>Chronology Can place historical figures, events and artefacts in order on a given time line, using dates where appropriate</p>	<p>Chronology Can confidently spot major anachronisms from most periods studied when compared with today; Can sequence events in simple narrative and use words which mark the passing of time e.g. moving from simple 'before and after' to use words such as during or while.</p>	<p>Chronology Can talk about three periods of time .e.g. archaeologists today have discovered Ancient Egyptian mummies in the Valley of the Kings close to where Howard Carter was in the 1920s; Can talk about the past in terms of periods e.g. Tudors; Can accurately differentiate within a longer period e.g. Roman, Saxon and Vikings;</p>	<p>Chronology Realises that Ancient means thousands of years ago. Can use some key dates as important markers of events e.g Caesar's landing, Claudius' invasion, Boudicca's revolt; Uses more sophisticated time markers within, as well as between periods. Can appreciate ideas of duration and interval. e.g. how long the Greek legacy has lasted.</p>	<p>Chronology Can use dates and specific terms confidently to establish period detail. Can successfully match simple iconic images to each of the periods studied; Can make links between three periods in history, comparing, spotting similarities differences e.g. influence of Greeks on Tudor theatre or on Victorian architecture.</p>
<p>Characteristic Features Can spot significant differences between 'then and now' and can confidently identify old and new</p>	<p>Characteristic Features Can offer reasons why simple changes occur, Can also see that not everyone in the past had the same experience</p>	<p>Characteristic Features Children understand some of the key characteristics of the period being studied and can spot anachronisms e.g. They wouldn't have had these things in those days, They understand the main differences between today and the period being studied and of the ideas associated with that society.</p>	<p>Characteristic Features Children know that not everyone in the past lived in the same way. They can contrast life for rich and poor in and do not describe home life as if it was the same for everyone. They know that there are different levels in society.</p>	<p>Characteristic Features Can make links between different features of a society to make sense of the world lived in by people in the past. Can explain beliefs and attitudes in terms of why people might have had those ideas. Can understand that people's experiences varied depending on status</p>	<p>Characteristic Features They are able to describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing. They instinctively avoid sweeping generalisation saying instead, it all depends on who you were, what position you had in society.</p>
<p>Historical enquiry Begins to use sources to identify some details and answer simple question.</p>	<p>Historical enquiry – Can ask and answer questions such as What was it like for a...? What happened? How long ago?</p>	<p>Historical enquiry Children extract simple information from text/pictures/objects showing basic comprehension and make simple deductions about what text means based on what is included. They start combining information from more than one source e.g. book, compared with video, oral evidence.</p>	<p>Historical enquiry Begins cross-referencing information to see if other sources agree, rather than taking everything on face value. Can see that some sources are more useful than others and can explain why and can think of reasons why a source might be unreliable e.g. view of the Vikings may be partial because the evidence we have was written by people who suffered most at the hands of these raiders</p>	<p>Historical enquiry Can consider the worthiness of a source by reference to what is known about the topic. e.g. This does not fit in with the picture of the subject I know thereforee.g. This portrait of Elizabeth makes her seem far younger than she would have looked age 67. This piece of evidence must be handled carefully. We need to know who produced it and why. Who was the audience?</p>	<p>Historical enquiry They offer substantiated reasons why some sources might be treated cautiously e.g. propaganda -Shows awareness of the need to think about why the source was produced without prompting.</p>
<p>Organisation and communication. Can write simple sentences describing an event. Can orally retell the main episodes of famous past events using subject related vocabulary</p>	<p>Organisation and communication Can write simple sentences containing period-specific detail</p>	<p>Organisation and communication Children can show understanding through oral answers and simple recording devices such as speech bubbles, annotations; Answers contain some simple period-specific references; They write in simple and accurate, sequenced, sentences when narrating what happened in the past;. Can write in explanatory mode, rather than descriptive.</p>	<p>Organisation and communication Begins to sustain an answer, providing some supporting evidence. Their ideas are beginning to have some shape, though not yet structured in paragraphs. Can use appropriate ways of communicating their understanding</p>	<p>Organisation and communication Their answers are structured and provide supporting evidence for statements made. They are able to see two sides of a question and can offer arguments on both sides;</p>	<p>Organisation and communication Their answers are relevant to the question set; with use of period specific detail to make the work more convincing and authentic; Refers to dates and to see importance of lengths of time e.g. when describing causes; They are able to make subtle distinctions within a period being studied, and realizes danger of overgeneralising; Able pupils use provisional and tentative language, to express uncertainty e.g. perhaps, may,, some people think.</p>