



POWER DISCOVERY ZONE

KS2

FACTSHEET 11

Now And Then

HISTORY

? How to use this worksheet

- If possible, take a walk around the local area and ask the children to identify anything that would not have been possible or would have been different before electricity was used. Ask what people might have done or used instead. Examples include lighting of all kinds: street lights, lights in houses, traffic lights and lit up signs, and warning sounds of pelican crossings. Other examples include: phones (landline and mobile); items in shops, such as television sets and radios; and gardening equipment such as electric lawnmowers.
- You could help the children consider the pre-electricity versions of some items by focusing on what gives it the energy to work: it might have been powered by oil, gas, solid fuel, mechanical means or by animals or humans.
- Ask the children to look for anything in the photos on the worksheet that electricity has changed. They should notice the advertising hoardings, street lights, shop lights and traffic lights. They might also notice the difference in cars in the older photograph and the bus in the newer one. You could point out that, in addition to electrically powered vehicles, modern vehicles use batteries to start the engine.



⚡ Key Electricity Facts

- Traffic lights were invented in the USA, by police officer William Potts of Detroit, Michigan, to solve the chaos on roads caused by increasing numbers of cars. He began by adapting railway signals, which were red, amber and green. The first four-way set of traffic lights was installed in Detroit in 1920.
- Street lights were used in ancient Greece: they were oil lamps, used to help people to see where they were walking in towns and to deter robbers. Rich Romans had slaves, called 'lanternarii', who lit up oil lamps in front of their villas.
- In Victorian times, street lights were mainly lit by gas: a lamplighter went with a ladder from lamp to lamp topping up the oil and lighting the wicks. After a while, an ignition device which automatically struck a flame was activated when the gas was turned on.



Exercise Extension: The children could sort a selection of old and modern photographs into times when there was and wasn't electricity, to make the lesson more interactive.

National Curriculum supporting information

HISTORY

Historical enquiry:

4a) finding out about changes from an appropriate range of sources of information

Breadth of study

Local history study:

7) a study investigating how an aspect in the local area has changed

Victorian Britain:

11a) a study of the impact of significant individuals, events and changes in work and transport on the lives of men, women and children from different sections of society

ENGLISH

En3 Writing, Composition:

2a-f) planning and writing a report



Related Material

www.nationalarchives.gov.uk/victorians/

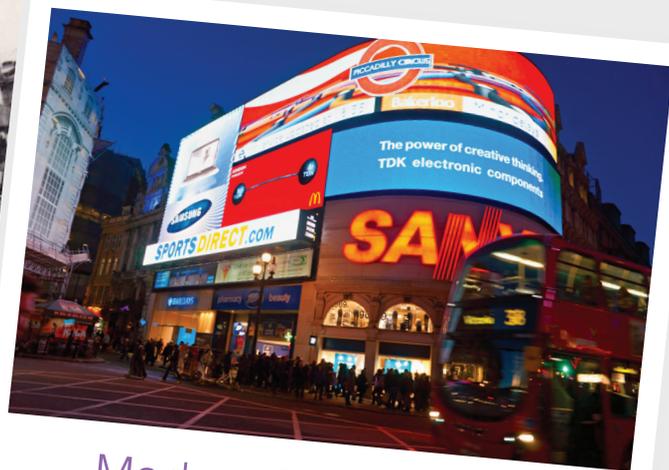


Look at how electricity has changed the things on our streets.

This is Piccadilly Circus, London, in the 1930's and today. List some things you can see in the second picture that could not have been possible without electricity.



1930's London



Modern Day London



**Now try
this!**

- Write a short report about a Victorian person walking here. Say what they do, see and hear.
- Write it again for someone from the 21st century. Use a highlighter to mark anything that is different because of electricity.