

Clothes

Curriculum links

The resource can contribute - either explicitly or implicitly - to the study of History, Art, Science and English at KS1.

Overview

Archive section

The opening archive section explores changes in clothes which have happened within living memory in the UK, ie within about the last 75 years. It covers:

- changes in fashion styles through the decades
- changes in materials
- that fashions can go in cycles, so some fashions may become popular again
- people becoming more conscious about recycled fabric, how long clothes last and how they are made.

The quiz

The quiz shows clothes from three contrasting decades and invites the children to use what they have learned in the archive section to identify the clothes from the 1980s.

The interview

The interview is with fashion designer, Claudine Rousseau.

Claudine discusses her favourite styles and the styles she wore in the 1970s. She recalls that her mum taught her to knit and make clothes. In the past more people made their own clothes at home rather than always going to clothes shops.



Claudine considers old and new clothes. She talks about the changes and differences in new clothes - especially that fashions can go in cycles, so old styles can become popular again (like flares).

She considers that in the past clothes labels did not have as much detail and that important information about clothes can be found on the labelling.

Follow-up activities

Questions sheet

Use the **questions sheet** and invite parents or grandparents to visit your classroom.

Practise the questions with the children before the interview day and ask the visitors about the clothes they remember wearing as a child.

It would be helpful if the adults could bring in some photos that show different fashions. If this is not possible, you could use this as a home learning activity.

Sorting worksheet

Use the **sorting worksheet** to match the different styles of clothes to the timeline. Some children might add information about other fashions they know about. You might want to discuss with your class that fashion can go in cycles, or that a particular style may remain popular for a long time, so the clothes might match more than one decade.

Ask the children to think of the clothes people wear for different purposes - eg protective clothing for firefighters, smart clothes for a celebration or special event like suits and gowns, clothes for sports.

Choose one of the topics to compare clothes from the 1950s to the present day - eg if you choose firefighters you will notice newer clothing has more reflective strips and is stronger fabric than the clothes from the past. For sports clothing, you could look at cyclists' clothing, which has changed from wearing tops and shorts in the 1950s to lycra and skinsuits.

Collect a variety of clothes images and use the timeline worksheet to sort older outfits from newer outfits.

Other areas of the curriculum

Art (Key Stage 1)

Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

Use a very simple outline template of a child and ask the children in your class to add clothes that they like to wear to the template using pencil and coloured pencil.

Have some examples (like the fronts of sewing patterns) to give different ideas of types of clothes and different patterns.

Encourage the children to choose a season when the clothes would be worn and to think about why they have chosen the patterns and colours.

Do clothes affect how they feel? What clothes make them happy?

Science (Year 1)

Describe the simple physical properties of a variety of everyday materials; compare and group together a variety of everyday materials on the basis of their simple physical properties.

Gather different types of clothing with labels inside that can be grouped – eg by fabric. Practise together looking for the clothing label and reading the information found there, including the name of the fabric. Explain that this is a type of material.

Explain that some fabrics use natural materials (eg cotton, wool) and some are synthetic - manufactured by humans (eg nylon).

Ask each group to find the labels and sort the clothes into the ones made of the same material.

Ask them to complete a table about their clothes, drawing the clothes and adding:

- the material name
- whether they think it is natural or not
- what the properties of the fabric are - eg soft, stretchy, etc.

English (Year 1 and 2)

Write sentences by: sequencing sentences to form short narratives; consider what they are going to write before beginning by planning or saying out loud what they are going to write about; writing down ideas and/or key words, including new vocabulary, encapsulating what they want to say, sentence by sentence; writing narratives about personal experiences and those of others (real and fictional).

You could read an accessible version of a story that involves clothes or a special piece of clothing. A few good examples would be Mrs Brown buying Paddington a blue duffle coat; Mary Poppins with her magical umbrella; Mr Gaskitt in *The man who wore all his clothes* and Dorothy's magical slippers in *The Wizard of Oz*.

Simplify the narrative and give the children some options about how they could make this story their own. Perhaps the child might be the main character and they discover their umbrella is magical and can help them to fly, or they find a toy that can talk at their local train station and buy the toy a special garment and take it home.

Use these ideas as a prompt for writing clothing stories.