

Disciplinary Concepts	chronology, cause and consequence, interpretation, similarity and difference, significance		
Year group	1	<b>Toys</b>	
Term	Autumn term		
National Curriculum	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.		
Prior knowledge	<p>Know the difference between the past and now using common words.</p> <p>Know some similarities and differences between things in the past and now</p> <p>Talk about members of their immediate family and community.</p> <p>Comment on images of familiar situations in the past.</p>		
Links to other subjects	Dogger- English		
Enrichment	Visit from Tommy Top Hat Toy Day		
Skills progression	<u>Chronological Understanding</u>  Recognise the distinction between past and present and identify some similarities and differences.  Place some events or 2 objects in order using common phrases to show the passing of time.	<u>Historical knowledge of events of people and changes in the past</u>  Talk about significant people and events beyond living memory.  Tell the difference between the past and present in my own and other people's lives.	<u>Historical enquiry</u>  Find answers to simple questions about the past from sources of information? (pictures/stories)
	<u>Interpretations of History</u>	<u>Organisation and communication</u>	
	Use a range of sources (pictures/ stories) to identify and recount details from the past.	Use a range of sources (pictures/ stories) to identify and recount details from the past. Show understanding about the past in different ways(role play, drawing, writing, talking)	
Topic specific (Sticky) vocabulary	Toy, Victorian, Material, Timeline		

<p>End points</p>	<p>Children know 'within living memory' means there are people alive today who can remember the toys we are looking at.  Children can name their favourite toys and look at similarities and differences between modern toys e.g. a tablet and a teddy bear.  Children know some toys from the past (toys their grandparents may have used) e.g. spinning top, clockwork toys, tin soldiers- mostly made from metal or wood and hand made.  Children can recognise and say how toys from the past are different to their toys e.g. now toys are mostly made from plastic and made by machines often using batteries or plugged in.  Children can recognise and say how toys from the past are similar to their toys. E.g. toy soldiers, dolls.  Children can put toys in order of time (from the past or present). E.g. tin soldier/ spinning top, action man/barbie, monopoly, game boy, ipad  Children can communicate their knowledge about toys from now and then.</p>
<p><i>Additional topic specific knowledge</i>  <i>Non-end point</i></p>	<p><i>Children know how toys have changed- e.g. in the past toys were non-electric/electronic, in the present they are primarily electric / electronic.</i>  <i>Children know how changes in toys have changed the way children play e.g. In the past toys were often used outdoors with friends in person, in the present toys are primarily used indoors and often alone- although with modern technology children can now play with people 'virtually' from anywhere in the world.</i></p>
<p>Final Question</p>	<p>This question will encourage children to make links to what they already know and, in some cases, encourage the children to look at history from a different perspective.</p> <p>Encourage children to talk to older relatives during the unit.  <b>Were Nan's toys better than mine?</b></p> <p>Possible follow up questions.  Is it better that we can play with a child from Australia?</p>