

Y1 Changes within living memory - Toys	
<b>Links made with other subjects</b>	English, DT
<b>The BIG Question</b>	How have toys changed in the last 100 years?
<b>The BIG Outcome</b>	Write captions for a picture to show change. Film children comparing toys from the past and talking about how they have changed
<b>History objectives</b> (link to NC)	<ul style="list-style-type: none"> <li>• Changes within living memory - aspects of change in national life</li> <li>• Develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>• Identify similarities and differences between ways of life in different periods</li> <li>• Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> </ul>
<b>Prior knowledge</b> What prior knowledge is needed for children to be successful in this unit?	<p><i>Children already know:</i></p> <p>Past and present events in their own lives and in the lives of family members (ELG 13)</p> <p>Y1 – Changes in locality – Jowett cars</p> <p>Y1 – Changes in living memory – toys</p>
<b>Future learning</b> Consider the conceptual knowledge within a subject that pupils need for future learning not just the recall of facts but the importance of concepts	<p>This unit gives prior knowledge to:</p> <p>Y1 – Science – properties of material</p> <p>Y2 – Science – properties of material</p> <p>Y2 – Events beyond living memory – Great fire of London</p>
<b>Historical strands</b>	<p><u>Historical enquiry/ skills</u></p> <ul style="list-style-type: none"> <li>• Answer given questions and choose appropriate questions.</li> <li>• Ask questions like what was it like for people in the past? What toys did they have? What were toys made from? How have they changed?</li> <li>• Use artefacts, pictures, stories</li> <li>• Sources – photographs, Abbey House visit, artefacts, comparing old and new toys</li> </ul> <p><u>Continuity, change, cause and effect</u></p> <ul style="list-style-type: none"> <li>• Notice differences between old and new</li> <li>• Describe the process of change in toys over time</li> </ul> <p><u>Chronology</u></p> <ul style="list-style-type: none"> <li>• Order pictures of toys on a timeline</li> </ul>
<b>Vocabulary/ Glossary</b>	Old, older, new, newer, present, past, materials, century, decade, artefacts, plastic, wood, wind up, electric, battery, technology
<b>Knowledge</b> (see italics for knowledge to remember)	<p>The knowledge that children will learn and remember:</p> <ol style="list-style-type: none"> <li>1. <i>Know what past and present means and be able to give examples of things that have happened to them in the past e.g birthdays, Christmases, holidays</i></li> <li>2. Describe the toys I play with e.g Material, colour</li> <li>3. Use artefacts to show <i>similarities and differences between different toys now and when my parents/ grandparents were children</i></li> <li>4. Use a timeline/venn diagram to show change and compare toys from a century ago, when my parents were little and my toys e.g toys available, material, colour</li> <li>5. <i>Understand that toys have changed through time because of materials being used (plastic and bright colours), function (electric toys), technology</i></li> </ol>
<b>SEND expectations</b>	<ol style="list-style-type: none"> <li>1. Use artefacts to show <i>similarities and differences between different toys now and when my parents/ grandparents were children</i></li> </ol>

## History Scheme of Work

	<ol style="list-style-type: none"><li>2. Use a timeline/venn diagram to show change and compare toys from a century ago, when my parents were little and my toys e.g toys available, material, colour</li><li>3. <i>Understand that toys have changed through time</i></li></ol>
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