**Year 1 HISTORY Curriculum – Autumn Term**

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| **Theme: Local Study – Toys old and new** | | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | | **Links across the curriculum** |
| Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms.  They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.   * *Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.* | | | **Keyword** | Definition | **Keyword** | Definition | | **Maths** - Venn diagram to sort  **DT** – Finger / Hand puppet. |
| Toys | An item that is used in play. | Changes | When something becomes different to how it was. | |
| Old | Something that has existed for a long time. | Similarities | Features that are the same to each other. | |
| New | Something that has been recently created, built, or invented. | Material | What something is made from. | |
| Favourite | Something you like the most. | Plastic | Material which is used to make many objects. It is light in weight and does not break easily. | |
| Different | Not like each other in one or more ways. | Wood | Material which forms the trunks and branches of trees. | |
| **Prior knowledge:** *What specifically have pupils learned that is relevant to this unit that they are building upon?* | | | | | **Future knowledge:** *What specifically will pupils learn in the future that is relevant to this unit?* | | | |
| Linking past to present | | | | | Using evidence to find out about the past and understanding the impact it has on us today | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | |
| 1. What are our toys like today? | | * Learn to make observations and develop an understanding of the terms same and different and start to use them. * Find out about toys today. * Begin to distinguish old and new | | | | | * Investigation | |
| 1. What are other people’s toys like? | | * Know that toys change as children grow older * Match toys to children of the right age | | | | | * Critical thinking skills * Investigation | |
| 1. How can we tell these toys are old? | | * Begin to find out about toys from the past * Understand that toys were made from different materials in the past * Can sort pictures of artefacts into ‘then’ and ‘now’ | | | | | * Knowledge of people and changes in the past * Chronological understanding | |
| 1. What were our grandparents’ toys like and how do we know? | | * To describe at least two differences between toys from 60 years ago and today * Know that I can find historical facts from different representations, e.g. asking elderly relatives, stories, websites and looking at objects and photographs to build up a picture of the past * Understand that many of the toys and games their grandparents used to play (around the 1970s) can still be bought. Give the children time to play some of these games:   Connect 4, Mousetrap, Buckaroo, Snap, Happy Families. | | | | | * Investigation * Knowledge of people and changes in the past | |
| 1. How were toys used as entertainment in the past? | | * Begin to compare Victorian toys with modern toys through their understanding of the use of puppets for entertainment. What would we do today? – cartoons, cinemas, DVDs etc. * To experience a live Punch and Judy Puppet Show (https://www.youtube.com/watch?v=mkLtzRTzMy0) then try to recreate their own performance in the style of a Victorian show, making a finger/hand puppet. | | | | | * Presenting, organising and communicating ideas * Interpretation | |
| 1. Who played with these toys in the past? | | * Understand that toys have changed over time. * Know that there is no-one alive now to tell us about the toys used over 100 years ago. * Understand that we must rely on pictures and photographs to give us the information. | | | | | * Chronological understanding * Knowledge of people and changes in the past | |
| 1. When was the first Teddy Bear created? | | * Know the history of the Teddy Bear * Understand that bears are over 100 years old. First bear was in 1901. * Identify the different types of Teddy Bears over the past 100 years * To build a timeline of the history of bears. | | | | | * Investigation * Chronological understanding * Critical thinking skills | |
| **Themes and links** | | | | | | | | |
| **Historical themes** | **Where these are covered:** | | | | | | | |
| **Settlements** |  | | | | | | | |
| **Invasion** |  | | | | | | | |
| **Democracy** |  | | | | | | | |
| **Evidence** | * Lesson 1, 2, 3, 4, 6, 7 | | | | | | | |