

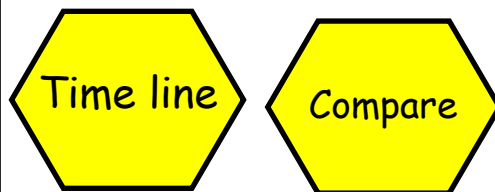
History Year 1 Autumn Term

Prior Learning: understanding of toys from our own life. Understanding of past and now.

Theme: Invention and Technology, Poverty and Wealth

We will be looking at how toys have changed over time and how your rich and poor children played with different toys.

Words we will know!



Key Vocabulary

Old, new, older, newer, significant, artefact, period, order, sequence, same, similar, different, compare, rich, poor

Chronology 1. How can I use a timeline to understand my life and the lives of others?

TWAL: to know the words to describe time: old, new, older, newest

To know what a timeline is

To use the words I have learned to describe time

We will create a timeline of our own lives and significant events. We will invite our family members into class to add to our timeline.

Chronology & Interpreting Evidence 2. How can I use a timeline to help me understand how toys have changed over time?

TWAL: to know the period in which the toys were played with

To know what an artefact is

To order toys based on their age

We will handle the artefacts and think about how they were used, what they are made from and how they work. We will use this to help us to decide which toy is old or new and we will order them.

Similarity and Difference & Interpreting Evidence 3. How do my toys compare to older toys?

TWAL: to know the words we use to compare: same, different, similar

To use the words I have learned to compare my toys to older toys

To know how toys today are different from toys from different periods

We will handle the artefacts and think about how they were used, what they are made from and how they work. We will use this to help us to decide what is the same, different or similar.

Similarity and Difference & Interpreting Evidence 4. Did rich and poor children play with different toys?

TWAL: to know that different groups of children played with different toys

To compare the toys that the different groups played with

We will look at photographs of rich and poor children during the Victorian period and think about the different toys they might have played with. We will sort toys based on who might have played with them.

Similarity and Difference & Interpreting Evidence 5. Did rich and poor children play with different toys?

TWAL: to know that different groups of children played with different toys

To compare the toys that the different groups played with

To compare older toys with my own

We will look at photographs of rich and poor children during the 1920s period and think about the different toys they might have played with. We will sort toys based on who might have played with them.

Significance & Continuity and Change 6. Why is Lego is significant toy?

TWAL: to know that Lego was invented in ____ and children still play with it

To know how Lego has changed over time

To know that Lego is a significant toy

To know what significant means

We will find out when Lego was first invented and talk about why children still play with it today. We will look at Lego from different periods and discuss how it has changed over time.