

Unit Overview: KS1 History Year B Term 4

Changes within living memory (toys)

Enquiry Question: How have toys changed?

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| <p><u>National Curriculum Objectives</u> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p><u>Chronological Understanding</u></p> <ul style="list-style-type: none"> ❖ place events and objects in chronological order ❖ using common words and phrases relating to the passing of time ❖ match objects to people of different ages ❖ identify similarities and differences between ways of life in different periods ❖ order and sequence familiar events ❖ sequence objects on an annotated timeline <p><u>Historical Concepts</u></p> <ul style="list-style-type: none"> ❖ make simple observations about different types of people, events, beliefs within society ❖ look closely at similarities and differences, patterns and change <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> ❖ find out about the past from a range of sources e.g. stories, photographs, artefacts ❖ ask and answer questions relating to key concepts ❖ be curious about people and show interest in stories and answer 'how' and 'why' questions | <p><u>Substantive knowledge</u></p> <ul style="list-style-type: none"> ❖ The first teddy was made in 1902 (the Steiff family) and now there are thousands of types of teddies. ❖ Skipping ropes and balls have been around for hundreds of years. ❖ Lego was first released in Denmark in 1949. ❖ The first computer game console was sold in the 1970s. ❖ Modern toys are often made from plastic and now we have electronic toys. ❖ Toys in Victorian times were usually made from wood, metal, paper or china and were mostly handmade. ❖ We can find out about toys from the past by visiting museums, searching the internet, asking our grandparents and reading information books and story books set in a specific period of time. ❖ There are many differences between toys from the past and present. ❖ Toys from the past were often unsafe as some were made with sharp edges and from unsafe materials. Now there are strict rules in place to make sure toys are very safe to play with. <p><u>Disciplinary Knowledge</u></p> <p>Chronological understanding</p> <ul style="list-style-type: none"> ❖ Order and sequence familiar events (DM in EYFS). ❖ Identify similarities and differences between periods ❖ Sequence objects on an annotated timeline <p>Historical concepts</p> <ul style="list-style-type: none"> ❖ Look closely at similarities, differences, patterns and change (DM in EYFS) | <p><u>Vocabulary</u> Change, compare, material, wooden, plastic, metal, wool, felt, clockwork, battery- powered, old, new, treasured, well-loved, childhood, grandparents, past, remote-controlled, different, similar, artefact</p> <p><u>Phonics / polysyllabic words</u> Different Similar Material</p> <p><u>Key People</u> Steiff family Teddy Roosevelt</p> <p><u>Future learning</u></p> <ul style="list-style-type: none"> ❖ The achievements of the earliest civilizations ❖ Changes in Britain from the Stone age to the Iron age ❖ The Roman Empire and its impact on Britain |
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| | <ul style="list-style-type: none">❖ Make simple observations about different types of people, events, beliefs within a society Historical enquiry <ul style="list-style-type: none">❖ Be curious about people and show interest in stories and answer ‘how’ and ‘why’ questions (DM in EYFS)❖ Ask and answer questions relating to key concepts❖ Select information from different sources to show understanding of key concepts | <u>Prior learning</u> <ul style="list-style-type: none">❖ Comment on images of familiar situations in the past.❖ Begin to make sense of their own life-story and family’s history.❖ Compare and contrast characters from stories, including figures from the past. |
| <u>British values</u> <ul style="list-style-type: none">❖ Rule of law: In History pupils examine different codes for living and consider the value of the rule of law where all people are equal before the law.❖ Tolerance: Pupils are encouraged to look at history through different perspectives, such as eye-witnesses or secondary accounts and learn that opinions and memories can differ for a variety of reasons.❖ Democracy: Pupils are encouraged to learn from the past about how best to be an active citizen in the Britain of today and use vocabulary such as ‘fair’ ‘unfair’ ‘better’ ‘worse’ etc to describe their feelings about historical periods and events. | <u>Christian Values</u> <ul style="list-style-type: none">❖ Courage: Children will have a sense of enjoyment and fascination when learning about themselves and their local area and have the courage to ask questions to explore their identity and own history.❖ Respect: Children will understand the importance of significant people and what impact they had on the modern world.❖ Trust: Children will understand the importance of the church as a significant landmark in the local area and how trust in the church and God was central to village life in the past. | |