

**Year 1 Medium Term History Planner**  
**Toys through time**

<b>NC link</b> Pupils should learn about changes in living history by exploring how toys have changed over time.		<b>Key Vocabulary</b> Past, present, change, time, old, new, same, different, similar, differences, Victorians, spinning top,	
<b>Enquiry Question 1:</b> <b>What are our toys like today?</b>	<b>Enquiry Question 2:</b> <b>What are other people's toys like?</b>	<b>Enquiry Question 3:</b> <b>How can we tell these toys are old?</b>	<b>Enquiry Question 4:</b> <b>What were our grandparents toys like and how do we know?</b>
<b>Key knowledge:</b> Children can identify their favourite toy and begin to categorise these. Consider: Discussing what toys the children like to play with – why is it your favourite? Sorting toys into groups to begin to establish with chn that we can categorise toys. Have you always played with these toys?  <b>Historical skills:</b> Knowledge and understanding of events, people and changes in the past	<b>Key knowledge:</b> The toys children play with have changed overtime. Consider: A bag with toys for differing ages e.g rattle, lego...Who would play with this toy? Why do you think that? How do the toys you play with change over time? Introduction to children of change through time – past and present.  <b>Historical skills:</b> Chronological understanding	<b>Key knowledge:</b> Children can identify which toys are from the past and which are from the present day, beginning to consider the materials used. Consider: Do you think this is a toy that children play with today or in the past? How do you know? Can we sort the toys? Including toys that may look 'old' such as a loved teddy but are actually new and ones that look new but are well preserved so that they start to consider the materials used. <b>Historical skills:</b> Historical interpretation Organisation and Communication	<b>Key knowledge:</b> Children can discuss the toys their grandparents may have had and how they are similar/different to their own. Consider: Inviting grandparents in to discuss the toys that they played with or showing toys from the past and discussing the similarities and differences between them.  <b>Historical skills:</b> Knowledge and understanding of events, people, and changes in the past.
<b>Enquiry Question 5:</b> <b>Have children always played with the same toys?</b>	<b>Enquiry Question 6:</b> <b>Are toys today better than those from the past?</b>	Notes:  Children need to be able to relate the learning to themselves as they have little concept of time or chronology.	

<p><b>Key knowledge:</b>  Toys from the Victorian period are different to those we play with today. Children can compare the similarities/differences.  Consider:  Comparing toys from the Victorian era to today. Exploring toys from the time period.  Encourage questions from the children.</p> <p><b>Historical skills:</b>  Chronological understanding  Historical enquiry</p>	<p><b>Key knowledge:</b>  In some ways, toys from the past are better than ours today. On the other hand, toys from the past are better than our own.  Consider:  Creating a toy museum.  Why might toys in the past be better than today's – they didn't run out of battery, didn't break as easily...</p> <p><b>Historical skills:</b>  Chronological understanding  Historical Enquiry</p>	<p>*Trip to Abbey House Museum for a toys workshop</p> <p>*Inviting grandparents in for a tea party to discuss the toys they played with and how they are different to those played with today e.g technology.</p> <p>*Inviting parents in to view the toy museum..</p>
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