

<b>Year Group: 1</b>	<b>Term: Spring 1</b>	<b>Topic: The History of Childhood and Toys</b>
<b>Historical strands</b>		
Civilisation and Technology		
<b>NC Links</b>		
Changes within living memory		
<b>Other Curriculum Links</b>		
Art / DT - making / designing toys		
<b>Links to Rights Respecting</b>		
Article 28 - every child has the right to an education		
<b>Links to North East Ambition</b>		
Link a lesson to the career of a toy maker / designer Gatsby Benchmark 4 - Linking curriculum learning to careers		
<b>Topic Overview</b>		
<p>This unit builds on Autumn 1 by looking at the history of childhood in general, focusing specifically on toys. Pupils will be introduced to the concept of continuity and change by comparing and contrasting childhood experiences - and toys - from Victorian times to the present day. They will continue to learn specific historical vocabulary and create their own simple timelines. Pupils will also continue to develop their understanding of historical sources by exploring a range of toys from the past and present and matching artefacts to different time periods. Pupils will also look at the different experiences of children from different socio-economic backgrounds within the time periods studied.</p>		
<b>Possible Visits/Visitors</b>		
That History Bloke (Toys workshop); Beamish		
<b>Historical Concepts</b>		
<b>Continuity and Change</b> - in and between time periods <ul style="list-style-type: none"> <li>Identify similarities / differences between toys from different time periods</li> </ul>		
<b>Cause and Consequence</b> N/A		
<b>Similarity and Difference</b> - within a period / situation (diversity) <ul style="list-style-type: none"> <li>Explore the types of toys played by rich children and poorer children</li> </ul>		
<b>Significance</b> - of events / people N/A		
<b>Learning Intentions (for use in self assessment at end of topic)</b>		
<ul style="list-style-type: none"> <li>To understand what we mean by childhood. To know what toys are and to begin to understand how looking at different toys can tell us about childhood in the past.</li> <li>To sequence the development of the same toys in chronological order, using a simple timeline.</li> <li>To be able to match different toys to the correct time period.</li> <li>To use images to describe changes over time (e.g. toys adverts / images of toys)</li> <li>Discuss and describe the similarities and differences of toys within and across time periods.</li> <li>To begin to discuss the experiences of children from different socio-economic backgrounds within and across time periods.</li> </ul>		

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<b>Essential skills to be covered and possible activities</b>		
<b>Historical Knowledge</b> <ul style="list-style-type: none"> <li>● Mind map: what is history? Begin discussion about studying the past, what is the past?</li> <li>● Look at a range of toys and discuss what they are, who would use them and why. Discuss what might be different about toys in the past and where we might find them.</li> <li>● Discuss what toys can tell us about the past. How and why have they changed?</li> <li>● Look at some toys from the past and discuss similarities and differences with toys today.</li> <li>● Discuss the different childhood experiences of people in the past.</li> </ul>		
<b>Chronological understanding</b> <ul style="list-style-type: none"> <li>● Explore chronology by using blocks / toilet paper / objects to represent time, e.g. 1 block for 1 year. Compare toys from today with 20<sup>th</sup> century, early 20<sup>th</sup> century and Victorian.</li> <li>● Create a simple timeline to show the development of a toy / toys to show changes in materials / technology (e.g. wood to plastic, mechanical to batteries / electricity).</li> <li>● Ask parents/carers and grandparents to discuss the toys they played with as children.</li> </ul>		
<b>Historical vocabulary</b> <ul style="list-style-type: none"> <li>● Explicitly teach vocabulary relating to the passing of time (e.g. before, after, past, present, then, now, older, newer, a long time ago).</li> <li>● Explicitly teach vocabulary relating to measuring time (e.g. week, month, year, decade, century, millennium). Use knowledge organiser.</li> <li>● Explicitly teach relevant historical vocabulary (e.g. period, timeline, artefact, Victorian, historical, evidence). Use knowledge organiser.</li> </ul>		
<b>Interpretations of history</b> <ul style="list-style-type: none"> <li>● Explore fact and fiction by discussing a day in the life of... one factual, the other made up.</li> <li>● Use stories / non-fiction to explore the difference between fact and fiction.</li> <li>● Get pupils to write / discuss factual and fictional accounts of a day in their life.</li> <li>● Introduce pupils to historical sources - how do we know about what happened in the past? Look at toys, photographs, oral accounts, adverts in magazines, TV.</li> <li>● Introduce pupils to reliability of evidence, e.g. compare an account of a parent's account of their child's history, with a second-hand account by teacher; discuss how one account of an event might be different from another.</li> </ul>		
<b>Historical enquiry</b> <ul style="list-style-type: none"> <li>● Get pupils to stick a picture of a toy or child with a toy from the past and ask questions about them - then discuss the picture and get the pupils to answer the question/s</li> <li>● Use images of toys and children playing with toys to answer questions and/or make links between people and places in history.</li> </ul>		
<b>Organisation and communication</b> <ul style="list-style-type: none"> <li>● Using blocks / objects to explore chronology</li> <li>● Sticking down images / drawn pictures in a simple timeline</li> <li>● Write / draw factual recounts and fictional stories to explore differences between them.</li> <li>● Drama / role-play. Consolidate understanding through hot-seating. E.g. become a poor / rich Victorian child and describe your experience of childhood.</li> <li>● Writing / dictating simple sentences about the history of childhood and toys.</li> <li>● Work in groups to discuss and then present to the rest of the class</li> <li>● Create displays about the development of toys</li> </ul>		

### **Suggested Strategies for Recording Learning**

- Practical activities where possible - drama / role-play / hot-seating (recorded on iPads and linked to QI codes)
- Discussing / writing about childhood and toys in theirs and their family and friends' lives and how they have changed in living memory.
- Group work to discuss sources and presenting findings to rest of class (recorded on iPads and linked to QI codes)
- Stick down images (possibly drawn themselves or photographs of themselves) in a timeline.
- Write or dictate simple sentences about what they've learned.

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Assessment			
Ongoing assessment from guided activities, observations, discussions, quizzes, questioning and work evidence.			
	1.1	1.2	1.3
<b>Historical knowledge</b>	<p>With support, begin to recognise the difference between the past and present in their own lives.</p> <p>Know and, with support, describe the historical development of some toys.</p> <p>With support, discuss the different experiences of childhood within a time period.</p>	<p>Recognise the difference between the past and the present in their own lives.</p> <p>Know and describe the historical development of some toys.</p> <p>Discuss the different experiences of childhood within a time period.</p>	<p>Recognise the difference between the past and present in their own and others' lives.</p> <p>Know and describe the historical development of a range of toys.</p> <p>Discuss and explain the different experiences of childhood within a time period.</p>
<b>Chronological understanding</b>	<p>With support, sequence the development of a toy / toys.</p> <p>With support, match some toys to their time period.</p>	<p>Pupils sequence the development of a toy / toys.</p> <p>Match three / four toys to their time period.</p>	<p>Pupils sequence the development of a range of toys.</p> <p>Match a range of toys to their time period.</p>
<b>Historical vocabulary</b>	<p>With support, use common words and phrases relating to the passing of time, and some relevant historical terms.</p>	<p>Use common words and phrases relating to the passing of time and some relevant historical terms.</p>	<p>Confidently use a range of common words and phrases relating to the passing and measuring of time and relevant historical terms.</p>
<b>Interpretations of history</b>	<p>With support, begin to understand the difference between fact and fiction and begin to think about the reliability of people's memories of the past.</p>	<p>Begin to understand the difference between fact and fiction and the reliability of people's memories of the past.</p>	<p>Understand the difference between fact and fiction and think about the reliability of people's memories of the past.</p>
<b>Historical enquiry</b>	<p>With support, find an answer to a simple question about the past using a source.</p>	<p>Find answers to simple questions about the past using sources.</p>	<p>Confidently find answers to a range of simple questions about the past using sources.</p>
<b>Organisation and communication</b>	<p>With support, communicate knowledge through discussion, pictures, drama /role-play and writing.</p>	<p>Communicate knowledge through discussion, pictures, drama/role-play, and writing.</p>	<p>Confidently communicate knowledge in a range of ways, including discussion, pictures, drama/role-play and writing.</p>