

<p><b><u>Sequence of learning/Key information</u></b>          What are our toys like today?          What are other people's toys like?          How can we tell these toys are old?          What were our grandparents' toys like and how do we know?          Who played with these toys a long time ago?</p>	<p><b><u>Title - Big Question</u></b></p> <p>YEAR 1  <b>Toys /Living Memory</b></p>	<p><b><u>Historical Skills</u></b></p> <p><b>Chronological:</b></p> <ul style="list-style-type: none"> <li>• Sequence events in their life</li> <li>• Sequence 3 or 4 artefacts from distinctly different periods of time (toys over the last 60 years)</li> <li>• Match objects to people of different ages (toys that belong to different ages)</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Recognise the difference between past and present in their own and others' lives (what toys do we play with now compared to what toys children played with in the past?3 generations)</li> </ul> <p><b>Interpretation:</b></p> <ul style="list-style-type: none"> <li>• Use stories to encourage children to distinguish between fact and fiction</li> <li>• Compare adults talking about the past - how reliable are their memories? (ask grandparents and parents their favourite toy they received one Christmas possible homework task)</li> </ul> <p><b>Enquiry:</b></p> <ul style="list-style-type: none"> <li>• Find answers to simple questions about the past from sources of information eg artefacts (photographs of old toys vc recounts of old toys.) (How do we know...?)</li> </ul>
<p><b><u>Significant dates</u></b></p>	<p><b><u>Significant People</u></b></p>	
<p><b><u>Key Vocabulary (Delete any irrelevant and add any others)</u></b>          Same          Different</p>	<p><b><u>Outcome:</u></b>          Children will understand that toys have changed over time (some will be able to explain some of those changes and why)          Children will have good understanding of the vocabulary similar, difference, old &amp; new, change through time)</p>	